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ABSTRACT

This publication is a guide with the materials necessary for leading a workshop session on a method for Chapter 1 program improvement that involves teachers and administrators. The "For the Children" approach to program improvement offers a plan for bringing together the people who are responsible for implementing the program that has been proven to be effective in bringing about improved student performance. Lists of the transparencies and handouts used in the workshop as well as an outline of the 1- to 2-day workshop are provided. The actual guide to the workshop covers the following areas: (1) workshop goals; (2) overview/introduction; (3) phases one and two involving gathering information, disaggregation, and skills for gathering and interpreting subjective information; (4) developing a school profile involving targeting areas for improvement and setting goals; and (5) debriefing including discussion and session evaluation. Throughout the guide, graphics indicate when to use the 37 specially designed transparencies and 10 handouts. (JB)

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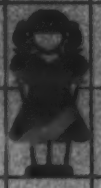
WORKSHOP GUIDE



Includes:

1. PRESENTER'S GUIDE
2. TRANSPARENCIES
3. HANDOUTS
4. RESOURCE MATERIALS

Region E Region 5

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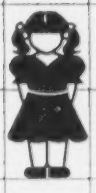
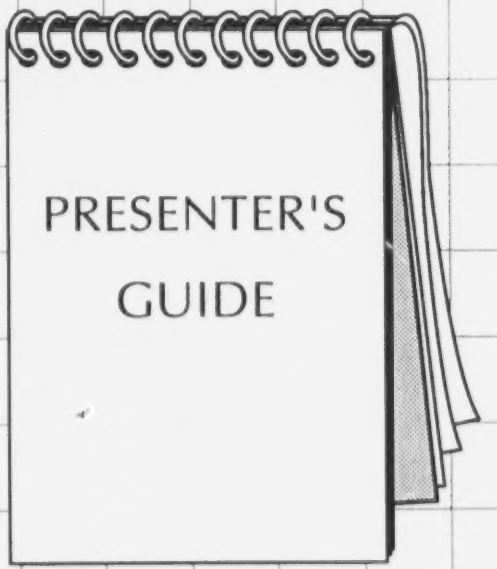
FOR THE CHILDREN





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FOR THE CHILDREN: WORKSHOPS I AND II

Transparencies used in these workshops:

T - 1 For the Children: A Definition
T - 2 Motivation Equation
T - 3 Six Essential Elements of the Improvement Process
T - 4 A Successful Change Process
T - 5 Content (Phases)
T - 6 For the Children...
T - 7 Workshop Goals *(a & b)*
T - 8 Phase One: Gathering Information
T - 9 Setting Up The Facilitation Team
T - 10 The Facilitation Team Determines What, How, When, and Who
T - 11 Facilitation Teams
T - 12 Successful Facilitation Teams
T - 13 Keys to Success
T - 14 Attributes of an Effective Team Member
T - 15 Data Gathering
T - 16 Data Types
T - 17 Norm-Referenced Tests
T - 18 Analyze Data to Reveal...
T - 19 Subjective Data: Who Is Involved?
T - 20 What Dialogue Groups Need To Know
T - 21 Phase Two: Targeting Areas For Improvement
T - 22 Focusing On The Data
T - 23 Data Disaggregation
T - 24 Five-Point Rating Scale
T - 25 Workshop Goals *(a & b)*
T - 26 Phase Three: Building a Vision
T - 27 Building a Vision
T - 28 Facilitation Team Responsibilities in Phase Three
T - 29 Writing the Action Plan
T - 30 Phase Four: Turning the Vision into Reality
T - 31 Facilitation Team Responsibilities in Phase Four
T - 32 Action
T - 33 Five W's Example
T - 34 When Change Is Effective
T - 35 Steps Leaders Take To Actualize Their Vision
T - 36 Ongoing Monitoring and Feedback
T - 37 Monitoring

Handouts used in these workshops:

H - 1 For the Children
H - 2 Aggregate Performance Measures *(optional)*
H - 3 Data Disaggregation for Program Improvement
H - 4 Using Evaluation Results for Program Improvement
H - 5 School Profile
H - 6 Goal Setting
H - 7 Sample School Improvement Plan
H - 8 Decision Making
H - 9 Action Plan Process
H - 10 Program Improvement Plan Analysis

FOR THE CHILDREN: WORKSHOP I

Outline

Workshop Goals: "For the Children" Series			
Overview/Introduction	T-1 thru T-6	H-1	
Objectives for Workshop I			
Phases One and Two			
Discussion:			
Phase One: Gathering Information	T-7 thru T-14	H-2,	H-3
Activity:			
Practice Exercise for Data Disaggregation	T-15, T-16, T-17		H-4
Activity:			
Dialogue Groups *(optional)*	T-18		
Developing the School Profile			
Activity:			
Phase Two: Targeting Areas for Improvement	T-19	H-5	
Activity:			
Goal Setting		H-6	
Debriefing			
Discussion			
Evaluation			

Time

1 or 2 days

Materials needed

flip chart, marker board, and/or blackboard
markers
overhead projector and screen
blank transparency sheets
evaluation form

WORKSHOP GOALS:

"FOR THE CHILDREN" SERIES 5 minutes

As a result of participating in Workshops I and II, participants will:

- understand the proposed change process
- understand the role of the team in facilitating change
- use school-level and program-level data to target areas for improvement
- use the research to select improvement strategies
- write an effective program improvement plan
- understand the issues involved in implementing the improvement plan.

OVERVIEW/INTRODUCTION

45-60 minutes

Explain how and why participants were selected for involvement in the "For the Children" workshop series. Explain the importance of having a principal, regular classroom teachers, and Chapter 1 teachers involved in the improvement process. Stress the following points:

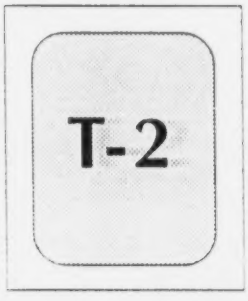
1. The Chapter 1 legislation requires that each project school conduct an annual review of the effectiveness of the Chapter 1 program. If, based on aggregated test scores, a school did not show sufficient gains or did not show substantial progress toward meeting its desired outcomes, the school is required to develop and implement a program improvement plan.

2. Plans for improving the Chapter 1 program can be developed best by bringing together the people who are responsible for implementing the program (principals, program coordinators, classroom teachers, and Chapter 1 teachers). Research indicates that effective schools have greater input from the staff, engage in collaborative problem solving, and have greater staff input in decision making.

Explain that "For the Children" defines a process, based on current research, that has been used successfully to bring about improved student performance.

Convey the overall objectives of the workshop,emphasizing the benefits to be derived by participants.

Display T-1:
"For the Children: A Definition." Point out that this improvement process has the potential to work in any school,anywhere, because each team customizes the process to fit the unique characteristics of their school.



Display T-2:
"Motivation Equation." Remind participants that educational improvement cannot and will not happen without commitment, motivation, and hard work. Improved achievement of educationally disadvantaged students will be a motivating factor in securing commitment and hard work.

Display T-3:
"Six Essential Elements of the Improvement Process" and discuss each element. The discussion should include the following details:

Teamwork

- everyone has an opportunity to contribute
- teams are synergistic: everyone working together can and will produce more than one person can do alone
- all steps and processes are built on teamwork and collegiality; therefore, team-building activities are an integral facet of the workshop
- conflict is natural and problems can be resolved constructively
- success will be celebrated

Informed Decision Making

- determining "what is" in terms of student achievement is a prerequisite
- knowing your strengths and weaknesses helps focus what needs to be done
- information upon which to make informed decisions is available in many forms:
  - quantitative (e.g., test scores)
  - objective (attendance and grades)
  - affective (e.g., self-concept, attitude toward school)
  - other indices

Vision Setting

- the **vision** of "what should be" is predicated by "what is"
- commitments must be made and made public
- visions are built through knowledge of the research and through on-site visits to successful programs

Research/Reality

- appeals for time and resources must be reasonable and rational
- every school is unique. In every school there are different personalities, values, and challenges
- success is fostered by learning about effective practices from the research and adapting what works for others into a program design that will best meet the unique characteristics of your students in your school

Site Sensitive

Alternative remedies should be selected, modified, and implemented based on the distinctive attributes of your school, the staff you have, the children you serve, and your community.

Focused on Students

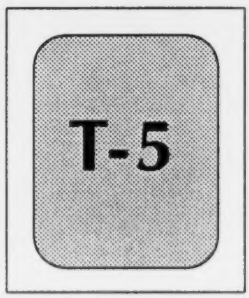
The name of the improvement process says it all. "For the Children" focuses on producing positive student outcomes through improved Chapter 1 programs.

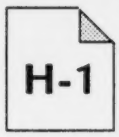
Display T-4:
"A Successful Change Process." Remind participants that the process defined in "For the Children" is based on the same research it espouses.

Research has shown that successful change comes about when the change process is

systematic,
highly interactive,
based on informed decisions,
publicly acknowledged, and
focused.

Advise participants that, building on the research, the "For the Children" improvement process has been divided into four distinct but interlocking phases.





Display T-5:
"Content (Phases)" and provide the following details about the individual phases as each is discussed. Participants may want to use *H-1:* "For the Children" to follow the discussion.

Phase One:
Gathering Information actually consists of two parts: (1) identifying and training teams of facilitators who will be involved in all four phases of the process and (2) initiating information-gathering tasks addressed during Phase One.

Phase Two:
Targeting Areas for Improvement evolves from the information gathered by the facilitation team during Phase One. Groups are brought together to assist in the analysis of data. In addition, the focus for improvement is identified, and solutions are researched by action teams named during group activities.

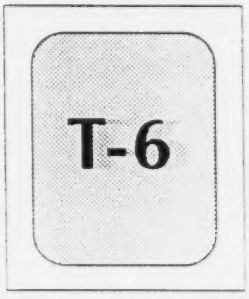
Phase Three:
Building a Vision is a time for deliberation. Action teams present an analysis of potential remedies for consideration, and the group discusses recommended changes. At the end of the phase, a vision of how the Chapter 1 program is designed and an implementation plan are developed.

Phase Four:
Turning the Vision into Reality involves implementing the vision developed in the previous three phases. As in Phases One, Two, and Three, the facilitation team is actively involved, monitoring the effort and providing support and problem-solving assistance.

At predetermined points during the process, progress is reviewed and suggestions for fine tuning are solicited. As a part of the year-end evaluation, the group reviews the plan, evaluates program changes to determine the impact the changes have had on student performance, and updates the plan for the next year. Success is celebrated and commitments are renewed.

Remind participants that change is never easy, but "For the Children" can make change efforts more successful. The Chapter 1 program improvement process requires time, energy, and careful deliberation, but the potential for improving the achievement of educationally disadvanted students makes the effort worthwhile.

The commitment of those who will implement the changes (particularly teachers) is a prerequisite. Without the perceived need for change and ability to change, improvement is not likely to take place.



Display T-6:
"For the Children...". The "For the Children" improvement process systematically

- incorporates practices that promote improvement
- provides avenues to build consensus
- fosters collegiality
- increases the probability of successful change.

Review the workshop outline and explain that the remainder of the workshop will include lecture, small group activities, large group activities, etc.

Ensure that participants understand that each team will learn the process by actually applying it to data from their own school.

Survey the group to ascertain whether all teams brought the data required and whether simulated data will be needed in order for teams to participate in the practice activities.

Discuss logistics in terms of length of breaks, lunch arrangements, refreshments, and so on. Allow time for and solicit questions or comments. Clarify any misunderstandings and/or misconceptions.

This is a good place to take a break.

NOTE TO PRESENTER

This break will allow participants to assimilate what they have heard. It also will give you time to disseminate simulated data that may be needed if a team did not bring enough or any of their data.

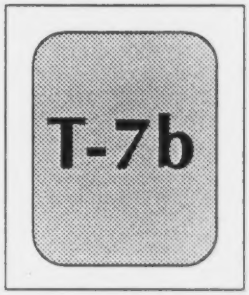
OBJECTIVES FOR WORKSHOP I

(Phases One and Two) 5 minutes

As a result of this workshop, participants will:

- understand how and why the school was selected for Chapter 1 program improvement
- analyze norm-referenced test scores using data disaggregation techniques to identify areas of instructional strengths and weaknesses
- select, administer, and analyze additional data collection instruments to identify areas of

T-7a



programmatic strengths and weaknesses to use in generating the school profile
- write goal statements that include measurable objectives, standards for performance, and a time frame
- understand the role of the facilitation team.
- learn effective team-building techniques
- learn about the general effective compensatory education research
- initiate the development of the Chapter 1 improvement plan.

PHASES ONE AND TWO

Discussion: *Phase One:*

Gathering Information

30-60 minutes

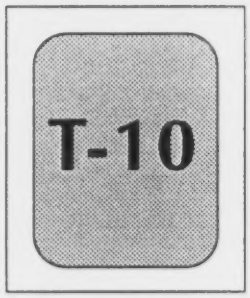
Remind participants that during the overview, time was spent talking about the six essential elements of the "For the Children" improvement process and the four phases of the project. (You may wish to display T-3 and T-5 again.)

Tell paticipants that Phase One includes a critical aspect of the improvement process. It is the point at which the program is examined to see what the data say and what people think about the overall impact of Chapter 1.

Emphasize the idea that the more time spent here, the more likely it is that things will go smoothly later.

Display T-8:
"Phase One: Gathering Information." Explain that Phase One is three dimensional.

Display T-9:
"Setting Up The Facilitation Team." One dimension of this phase involves identifing and training a team of facilitators for the school. The responsibility of this team is to orchestrate the project. Tasks range from gathering information needed to make informed decisions (student data and opinions about the program from various constituencies)--another dimension of Phase One--through analyzing results of changes made in the program, fine tuning, and leading the celebration of success.



Display T-10:
"The Facilitation Team Determines What, How, When, and Who." Review the items on the list.

Display T-11:
"Facilitation Teams." Discuss the potential membership of a facilitation team and remind participants why principals, classroom teachers, and Chapter 1 teachers should be on the team.

Note that special program teachers who work with Chapter 1 students would be a welcome addition in the improvement process and that parents of Chapter 1 students must be consulted.

Optional Activity:
Explain that participants are going to analyze the composition of their own teams to determine what roles individuals will play in the improvement process. One member of each team will describe the team to the other team members. Give the team 3 minutes to complete the task. (e.g., team member A is well organized and task oriented, team member B is familiar with current research etc).

When the 3 minutes are up, ask a member of each team to report their team composition to the large group. Allow no more than 5 minutes for this activity.

Explain that this activity will help teams identify "bases" that are covered as well as those that may still need to be covered (individuals or representatives of groups who may need to be added) as they move forward during the study of the Chapter 1 program in their school.

Advise participants that to carry out the copious tasks in the improvement process, facilitation teams must have or assume certain in order to preform all of the necessary tasks characteristics.

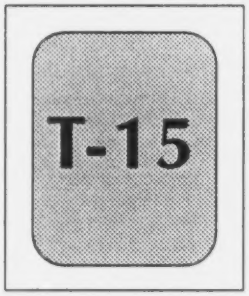
Display T-12:
"Successful Facilitation Teams." Call attention to and define the terms interdependent and synergistic. Solicit from participants the reason(s) why each attribute is important.

Display T-13:
"Keys to Success" and discuss the information on the transparency. Point out that it is especially important that those who will be asked to implement changes are involved in the process. As "change agents," their investment is the critical factor in determining the eventual outcome of the improvement effort.

Display T-14:
"Attributes of an Effective Team Member." Ask volunteers to describe how each of the different attributes could have an impact on their role as facilitators.

Communicate to participants the importance of keeping these attributes in mind as they work toward improving the Chapter 1 program in their own schools.

Gathering Information



Display T-15:
"Data Gathering." Once the facilitation team is in place, the second dimension of Phase One, gathering information, is initiated. Discuss the three sources of data outlined in T-15.

This is the point at which the facilitation team begins collecting the data, objective and subjective, to determine where the strengths and weaknesses of the current program are to be found.

This is the same process as a needs assessment, with which most people are familiar. The purpose is not new, although the techniques used may be different. Explain that before they begin to gather data, teams will need to spend some time talking about the types of data needed and the types of data already available and identifying the additional data that will need to be obtained.

Display T-16:
"Data Types" to check for understanding of data types. Point out that all of the data to be collected are either objective or subjective and provide examples of each type. Refer back to T-15 and identify for participants which types of data fall into each category.

Display T-17:
"Norm-Referenced Tests" and review the description.

Advise participants that the workshop will focus on NRTs since NRT scores are used in identifying schools for program improvement. Measures of both basic and more advanced skills were used to determine which aggregated scores caused the school to be identified for the program improvement process.

"Other desired outcomes" also are used in identifying schools for program improvement. Discuss with the group what some of these outcomes might be.

NOTE TO PRESENTER

At this point, you may want to discuss some evaluation "basics" such as "What is an NCE?" "What does a zero NCE mean?" and "What are the typical Chapter 1 project outcomes?" Refer to Chapter 1 evaluation workshops for transparency ideas.

Display T-18:
"Analyze Data to Reveal..." This transparency delineates the purpose and benefits of data analysis.

This is a good place to take a break.

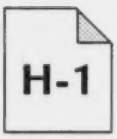
Subjective Data

Display T-19:
"Subjective Data: Who Is Involved?" Explain that unlike collection of objective data, data collection in the subjective arena deals with the perceptions of the program held by regular classroom teachers and Chapter 1 teachers, parents of Chapter 1 students, and the students themselves.

Subjective data can be gathered in a number of ways. One very effective means of gathering subjective data is through the use of 'dialogue groups'.

Call attention to the recommendation that separate dialogue groups be conducted for teachers, parents, students, and other persons, as appropriate. Caution team members that facilitators must remain nonjudgmental yet be able to probe for information and be skilled in building group consensus.

Discuss "grassroots" and "blue skies" strategies that can be used for gathering information from dialogue groups.



Refer to page 4 of *H-1* as you go over the following examples:

For teachers
Grassroots:
Encourage the teachers to think about two specific Chapter 1 students who they think have been appropriately placed but who are not making sufficient progress. What specific strategies would the teachers recommend to help these students achieve? What programmatic changes would help?

Blue Skies:
Ask them to think about an "ideal" Chapter 1 student, a student for whom the Chapter 1 program appears to be having the desired effect. What makes it work for this student? Is there any reason why other students can't benefit similarily? What are the barriers? How can these barriers be overcome?

For parents
Grassroots:
Ask them to think about their own children. What do they think the school could do to help their children become more effective learners?

Blue Skies:
Ask them to think about their children's sources of influence. How can peers and family be of help? Is there any reason why changes can't be made? If so, how can we overcome the barriers?

For students
Grassroots:
Encourage them to think about how to help students who are having trouble with reading or with math. What do they think the class should be like?

Activity:

Dialogue Groups *(optional)*

30-45 minutes

Tell participants that they are going to role-play a dialogue group situation. Each team will serve as a dialogue group of a particular type: teacher,student, parent.

Each team* is to appoint a member who will serve as the facilitator and be responsible for reporting findings to the main group, which will assume the role of the facilitation team for a school. Participants should use their own school situation as a frame of reference as they pretend to be teachers, parents, etc.

Tell participants that they will have about 10-15 minutes for the activity. Alert them when 5 minutes remain.

At the end of the designated time, ask for a volunteer to record findings on a chalk board or flip chart as each of the facilitators reports to the facilitation team. When all of the facilitators have reported, lead the group in looking for emerging patterns and common themes.

At the conclusion of this activity, ask participants how they could have improved their dialogue groups. You may wish to provide a planning sheet for them to use.

Make sure participants understand that dialogue groups must understand the "what's" and "why's" of the group.

(* this assumes that the workshop participants are attending with other members of their planning team, if this is not so, individual participants can be assumed to comprise various dialogue group)

Display and discuss T-20:
"What Dialogue Groups Need To Know."

Explain that this activity is the same type of activity that participants will use in gathering subjective data about their schools.

Ask for questions and clarify any misunderstandings.

Remind teams that once all data, objective and subjective, have been gathered, they will be ready to move on to Phase Two of the project.

This is a good place to take a break.

DEVELOPING THE SCHOOL PROFILE

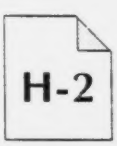
Targeting Areas for Improvement

1 hour

Display T-21:
"Targeting Areas for Improvement," Explain that Phase Two is, like Phase One, multidimensional. This is the point at which objective and subjective findings collected throughout Phase One are analyzed and reported to interested parties, bringing focus to "what is" so that alternative remedies can be sought.

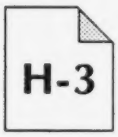
Display T-22:
"Focusing On The Data". Discuss with participants the many parts to this dimension.

Optional Activity:
If the SEA has not already screened schools for identification using the median...



Refer participants to H-2:
"Aggregate Performance Measures." Allow them 3 to 4 minutes to scan the handout, and then discuss the terms mean and median and the conditions under which each metric is allowable. Point out the advantages and disadvantages of each.

Display T-23:
"Data Disaggregation" and review the definition.



Distribute H-3:
"Data Disaggregation for Program Improvement."

Remind participants that in the context of Chapter 1, data disaggregation requires LEA staff to move beyond aggregate scores as indicators of program impact to a level at which data analysis is driven by "smart questions" about numerous characteristics of student and program success.

Compare the terms *aggregate* and *disaggregate*. Use examples of disaggregation such as a golf game broken down into swing, irons, putting, and so on.

Discuss the types of "smart questions" that data disaggregation can address and provide examples.(These smart questionscan be found on page 2 of H-3)

Activity:

Practice Exercise for Data Disaggregation

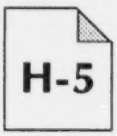
1 hour

Objective Data

Distribute H-4:
"Using Evaluation Results for Program Improvement." Explain that each team is going to apply data disaggregation techniques using simulated NRT data. Inform participants that Tables (and graphs) 1A, 1B, 2A, and 2B reflect summaries of test data. Provide examples of how to read the tables and graphs by examining the school and program trends by pre- and posttest in Tables 1A and 1B and school and program trends by subtest in Tables 2A and 2B. Ask, for example, which grades seem to be gaining most? least? On which subtests do children do the best in each of these grades? Ask participants to go through each question on the handout as a team. The teams should answer the questions on pages 10 and 11 of the handout.

Advise participants of the amount of time they have to complete the task. Monitor group/team activities and provide assistance as needed.

At the conclusion of the allotted time, solicit discussion of the findings, including possible recommendations from the analysis just completed. Convey to the group that the activity they have just completed is the same type of task they will perform in analyzing the data for their schools.



Ask participants to look over H-5:
"School Profile."

During this segment, each team will begin applying the concepts they practiced in the simulations to data from their own schools.

Participants will use the data they brought with them to develop profiles of their schools. They will be using a structured document as a way to focus on their school's data and to begin identifying priorities.

Advise participants not to be surprised if they discover that they do not have all the data they need. This is the kind of discrepancy that should surface and be resolved using other sources of data.

Display T-24:
"Five-Point Rating Scale." Discuss the rankings of importance and satisfaction.

Direct participants to read and follow steps 1-4 under Individual Ratings and Expectations in H-5. Advise participants of the amount of time available.

If school teams are present at the workshop, direct them to read and follow steps 5-9 under Group Ratings and Expectations. Advise them of the amount of time available.

Remind participants of the need to prioritize target areas and select only one or two areas that will be addressed in their improvement plans. Ask if there are any questions, and clarify any misunderstandings. Circulate among groups to provide technical assistance as needed.

At the end of the allotted time, ask a member of each team to record the areas targeted by the team on a flip chart or chalk board.

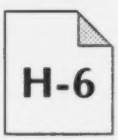
Briefly review the targeted areas with the group, noting similarities and reminding teams that networking between teams would be beneficial, particularly in researching solutions.

Activity:

Goal Setting

30 minutes

Tell participants that now that they have identified target areas for improvement, the next step will be to establish goals and objectives for improvement.



Refer participants to H-6:
"Goal Setting." Ask them to quickly read the handout.

Discuss the importance of goal setting in the improvement process and stress key points. Provide examples of appropriate goals and point out why they are appropriate. Examples of poorly written, or inappropriate, goals should be provided along with the reason(s) why they are inappropriate. Conclude the discussion by reminding participants of the elements that constitute an appropriate goal statement.

Tell participants that they are to develop goal statements for the areas they targeted for improvement during the data analysis activity.

Allow an appropriate amount of time for this activity. Circulate among the teams to provide assistance as needed.

When teams have completed the goal-setting activity, ask a volunteer from each team to record the goal statements on a flip chart or chalk board.

Briefly review the goals established by the teams with the entire group. Ask if there are any questions, and clarify any misunderstandings.

Discuss with participants the need to research solutions to the areas of concern and goals identified during the previous activities.

Remind participants that this is best accomplished having different individuals assigned to research solutions to each area of concern identfied by the facilitation team during Phase Two activities.

DEBRIEFING

10 minutes

Discussion

Review the events of the workshop and congratulate participants on their hard work and accomplishments (data disaggregation and establishment of tentative goals).

Explain that between now and the next workshop, each team is to continue its effort by completing the activities in Phases One and Two; i.e., gathering additional data, conducting dialogue groups, and so on.

Emphasize the importance of planning. Advise teams that just as an effective teacher expects to monitor and adjust, facilitation teams also should monitor and adjust as needed.

Discuss the activities to be carried out during the next workshop, when their work will begin to pay

off. Tell teams that they will begin "Building Visions" and "Turning Visions into Realities" (Phases Three and Four).

Explain that the goals set by schools during Workshop I will determine the precise content of Workshop II. The first day of Workshop II will be spent in "mini-workshop" activities based on the needs identified through the goal-setting process.

During the "Vision Building" segment of the workshop, teams will develop the improvement plan for their school.

Remind participants that assistance is only a phone call away. Encourage teams to network with their fellow teams. Provide additional materials needed or requested by teams, if appropriate.

Evaluation

Explain that the purpose of the evaluation is to help presenters monitor and adjust content and/or format. Ask participants to complete the workshop evaluation form.

NOTE TO PRESENTER

Between workshops I and II, participants should have completed the tasks required in Phases One and Two. If Workshop I was attended by individuals rather than by complete facilitation teams, efforts will need to be made to take the workshop activities back to the other team members for participation. Ideally, all members of a schools facilitation team will have engaged in all of the suggested activities in Workshop I prior to attending Workshop II. In workshop II, they will continue to learn about the research and then build a vision and write an action plan.

Plan to spend the first day of Workshop II in mini-workshops based on the tentative goals established in Workshop I. Provide the mini-workshops on topics chosen by participants. Selections might include the following or other topics:

- alternative delivery models
- strategies for increasing meaningful parent involvement
- effective instructional strategies for teaching advanced thinking skills
- building student self-esteem
- implement a whole language approach

See separate presenter's guides on each of these topics.

FOR THE CHILDREN: WORKSHOP II

Outline

Objectives for Workshop II
- Day 1: Mini-Workshops
- Day 2: Phases Three and Four
- Discussion:
  - Phase Three: Building a Vision — T-20 thru T-23 — H-7, H-8
- Activity:
  - Action Planning — H-9, H-10
- Discussion:
  - Phase Four: Turning the Vision into Reality — T-24 thru T-30

Debriefing
- Discussion
- Evaluation

Time

2 days

Materials needed

flip chart, marker board, and/or blackboard
markers
transparency projector and screen
blank transparency sheets
evaluation form

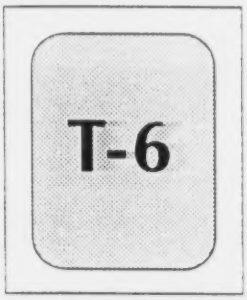
OBJECTIVES FOR WORKSHOP II

(Phases Three and Four)

As a result of this workshop, participants will:

- learn about specific effective instructional strategies for teaching advanced skills
- become knowledgeable about the advantantages and disadvantages of various Chapter 1 service delivery model
- learn about the research and specific practices for producing greater coordination between Chapter 1 and the regular classroom
- learn about selected successful educational practices such as cooperative learning, integrated curriculum, curriculum alignment, and others that the participants select
- learn about and plan for increasing meaningful parent involvement
- gain experience at writing an effective program improvement plan
- gain insight into successful implementation of the plan

DAY 1: MINI-WORKSHOPS



Display T-6:
"For the Children...", which defines the steps in the improvement process, and review with the group the steps that were initiated during Workshop I.

Remind participants that in Phase One facilitation teams began the task of identifying the discrepancies between "what is" and "what should be" for their own schools and planning for improvements in their Chapter 1 programs by developing preliminary plans to be initiated when they returned to their schools. The teams discussed alternatives that could be considered and methods for analyzing data to "Target Areas for Improvement." The teams also analyzed their schools' data and developed tentative goals for their improvement plans.

Provide schedules of mini-workshop sessions and announce the meeting time for Day 2.

DAY 2: PHASES THREE AND FOUR

Discussion:

Phase Three: Building a Vision

1 hour

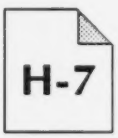
Display T-26:
"Phase Three: Building a Vision" and discuss the following points. In Phase Three: "Building a Vision," each team will:

- identify the changes that need to be made in order to make the program what it should be
- identify/select a course of action to be implemented to facilitate those changes, making sure that such actions are realistic and attainable and will have a positive impact on student performance
- identify who is responsible for which action, what resources will be needed, what the time lines are, and how success will be determined
- establish a written "Plan of Action"; that is, make a commitment and make it public

Display T-27:
"Building a Vision" and discuss the responsibilities of the vision-building process during this phase.

Display T-28:
"Facilitation Team Responsibilities in Phase Three." Discuss the responsibilities of the facilitation team during this phase.

Advise participants that vision building involves "we agree" statements that reflect the school's philosophy toward improvement of Chapter 1 programs.



Refer participants to H-7:
"Sample School Improvement Plan." Ask them to read the "We agree" statements. Discuss the content of the statements, reminding participants that the key word is ***we***. These are statements of consensus. "We agree" is the first step toward improvement since you can't successfully improve a program if you don't know what should be.

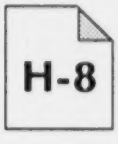
Tell participants that they will initiate the first step in developing an improvement plan for their school. That is, they will develop the "we agree" statements.

Ask each team to recall the one or two instructional and organizational target areas they identified in Workshop I and develop the "we agree" statements that they as a team agree would reflect the goals of their own school. Each team should select a member to be a recorder/reporter for the activity. Advise participants of the amount of time available to complete the task.

At the end of the time period, ask volunteers to share the school's goals with the group.

Now that team members have identified their vision of "what should be," it's time to move forward to develop their vision for improving "what is."

Review the rest of H-7. Point out how the rationales for the goals, objectives, and strategies are linked to the "we agree" philosophy statements and the data collection. The precise strategies to be used are determined through a systematic decision-making process.



Refer participants to H-8:
"Decision Making," and remind them that as a plan is developed decisions must be made. Review and discuss the content of the page. Discuss the importance of outcomes in developing the improvement plan.

Display T-29:
"Writing the Action Plan" and discuss the criteria for plan development.

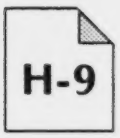
Explain that "Action Planning" is a ten-step process that assists planners in identifying problems and finding solutions.

This is a good place to take a break.

Activity:

Action Planning

1 hour, 15 minutes



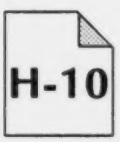
Refer participants to H-9:
"Action Plan Process." Explain that they are to use the target area(s) identified in developing "we agree" statements and work through the ten-step process outlined on the handout.

Inform participants of the amount of time available for completing the task. Alert them 5 minutes before the time is up. Circulate among the teams to provide technical assistance as needed.

At the end of the time period, ask each team to share the responses developed by the team with the group.

Stress the value of the ten-step procedure in developing the rest of the improvement plan.

Point out the value of "troubleshooting" after a plan is written.



Refer participants to H-10:
"Program Improvement Plan Analysis" as a helpful source. Call particular attention to critical points in plan analysis.

Advise participants that for the remainder of the day, each team will continue to work on the impovement plan for the school. Explain that you will be available to provide assistance as needed.

NOTE TO PRESENTER

The amount of time to be spent on this activity is to be determined by the presenter.

Ask each team to designate a team member who will be responsible for recording the areas addressed within their plan for improvement. Explain that this information will be used by TAC or RTAC in designing staff development plans for the future.

This is a good place to take a ~~break~~

Discussion: *Phase Four:*

Turning the Vision into Reality

30-45 minutes

At the conclusion of the plan development segment, communicate what is involved in Phase Four: "Turning the Vision into Reality." Explain that Phase Four has three dimensions: action, ongoing monitoring and feedback, and celebrating success.

Display T-30:
"Phase Four: Turning the Vision into Reality" and provide an overview of each of the dimensions.

Action

Display T-31:
"Facilitation Team Responsibilities in Phase Four." Use the transparency to delineate the responsibilities of team members during this phase.

Display T-32:
"Action." Explain that the "Five W's" (who, what, when, where, why) should be asked about each of the actions delineated.

Display T-33:
"Five W's Example."

Display T-34:
"When Change Is Effective" as a reminder and to stress the importance of each attribute.

Remind participants that feedback is important and should be ongoing.

Display T-35:
"Steps Leaders Take To Actualize Their Vision." Stress the importance of the leadership role of each facilitation team member.

Ongoing Monitoring and Feedback
The second dimension of Phase Four involves ongoing monitoring and feedback. This is the "watchdog" phase of the change process.

Display T-36:
"Ongoing Monitoring and Feedback" and check for understanding by asking volunteers to discuss why each item is important.

Display T-37:
"Monitoring." Discuss the definition of monitoring as used in this context. Compare program monitoring to the type of monitoring done by effective teachers who monitor student performance and adjust instruction appropriately.

Stress the following points:

- Efforts are much more likely to have positive outcomes and to continue to gather support if those implementing the change openly share their successes and brainstorm to solve problems that arise.

- Facilitation teams play a key role at this stage, gathering information, debriefing with the group as needed, developing strategies to resolve any problems that arise, and renewing commitment.

- The facilitation team should collect evaluation data that parallels data collected in the initial phase of the program. It is important for everyone to see the impact that changes have made on student performance.

If time permits, you may wish to use case studies to engage participants in the analysis of why the change process was successful or unsuccessful under certain conditions.

Celebrating Success
Advise participants that the third and final dimension of Phase Four is important to everyone involved in the improvement process. This is the time to celebrate success.

Discuss the importance of recognizing the positive impact of the school's improvement plan. Ask volunteers to indicate why celebration is important. What better way is there to renew commitments of time and energy?

Stress the fact that the process is cyclical. Using data for informed decision making is as essential for maintaining the quality of instructional programs as it is for initial program improvement efforts.

A school should not have to initiate the entire process each year. Rather, the group may explore alternatives by forming action teams or translating other parts of the vision into reality by setting down new action plans each year--all of which should be related to the vision.

DEBRIEFING

5-15 minutes

Discussion

Review the events of the past two days. Congratulate participants for all they have accomplished and the hard work they have done. Note that all their efforts are "For the Children."

Discuss participants' expectations of Workshop III. Remind them of the availability of workshops and technical assistance during the coming year.

Solicit comments or questions from the group. Clarify misconceptions and/or misunderstandings.

Evaluation

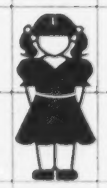
Remind participants that the purpose of an evaluation is to help presenters monitor and adjust context and/or format for the future. Ask participants to complete the evaluation form.

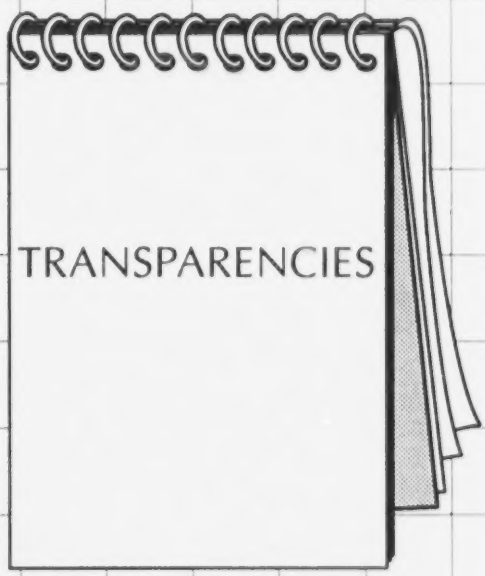
Conclude the workshop by reading the following quote by Haim Ginott:

> I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.

WORKSHOP GUIDE

FOR THE CHILDREN





prepared by:

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FOR THE CHILDREN

Provides a model for improving achievement of educationally disadvantaged students in any school, anywhere.

MOTIVATION EQUATION

Commitment + Motivation + Hard Work

results in:

- **improved achievement, positive impact, motivation.**

SIX ESSENTIAL ELEMENTS

1. Teamwork.
2. Informed Decision Making.
3. Vision Setting.
4. Research/Reality Based.
5. Site Sensitive.
6. Focused on Students.

A SUCCESSFUL CHANGE PROCESS IS:

- systematic
- highly interactive
- based on informed decisions
- publicly acknowledged
- focused.

CONTENT

Phase One: Gathering Information

Phase Two: Targeting Areas for Improvement

Phase Three: Building a Vision

Phase Four: Turning the Vision into Reality

T-5

FOR THE CHILDREN:

- incorporates practices which promote improvement
- provides avenues to build consensus
- fosters collegiality
- increases probabilities of successful change.

T-6

WORKSHOP GOALS

As a result of this workshop participants will:

- **understand the process for selecting schools for program improvement**
- **analyze NRT data**
- **analyze additional data**

WORKSHOP GOALS (continued)

- write goal statements
- understand the role of the facilitation team
- learn effective team-building techniques
- review relevant research
- initiate the development of the Chapter 1 improvement plan.

T-7b

55

PHASE ONE: GATHERING INFORMATION

- Setting Up the Facilitation Team
- Gathering Student Performance Data
- Gathering Information from Important Constituencies

T-8

SETTING UP THE FACILITATION TEAM

THE FACILITATION TEAM DETERMINES:

- what information will be collected
- how information will be analyzed
- when information will be gathered
- who is responsible for each task.

T-10

FACILITATION TEAMS INCLUDE:

- principals
- Chapter 1 coordinators
- classroom teachers
- Chapter 1 teachers
- parent representatives *
- special program teachers. *

T-11

SUCCESSFUL FACILITATION TEAMS:

- have a mission or reason for working together
- are interdependent
- are synergistic
- are accountable
- are composed of complementary talents.

T-12

69

KEYS TO SUCCESS INCLUDE:

- effective planning
- teamwork
- active involvement.

ATTRIBUTES OF AN EFFECTIVE TEAM MEMBER INCLUDE:

- ability to listen and respond
- ability to include and reinforce
- ability to build group consensus.

DATA GATHERING:

- Student performance data
  - Test scores
    - NRTs
    - Diagnostic tests
    - CRTs
    - Statewide Achievement tests
- Assessment
  - Writing
  - Student Class Performance
  - Others
- Other Measures
  - Attendance
  - Grades
  - Teacher Judgement
  - Retention Rates
  - Others

DATA TYPES:

- **objective**

  e.g., NRTs, criterion referenced tests

- **subjective**

  e.g., dialogue groups

NORM REFERENCED TESTS HAVE BEEN:

- prepared by test specialists
- administered and scored under controlled conditions.

Compares student's status in relation to the performance of other students in other schools.

DATA HELP REVEAL:

- potential and specific problem areas
- how widespread a potential or specific problem is
- which children are, or are not, showing progress
- longitudinal trends.

SUBJECTIVE DATA:

WHO IS INVOLVED?

1. Teachers.
2. Parents.
3. Students.
4. Others.

DIALOGUE GROUPS NEED TO KNOW:

1. Why they are there.
2. How the session will be conducted.
3. What will be done with the information.

T-20

PHASE TWO: TARGETING AREAS FOR IMPROVEMENT

- Focusing on the Data
- Researching Solutions

FOCUSING ON THE DATA:

- use data collected in Phase One
- debrief with interested parties
- find patterns in the data
- build consensus
- target areas of concern
- investigate solutions.

DATA DISAGGREGATION

Process of exploring information to look for relations between:

- **learning results**
- **program characteristics.**

FIVE POINT RATING SCALE

Satisfaction with current outcomes: (col.2)

1 = VERY Satisfied

5 = NOT satisfied

Importance of current outcomes: (col. 3)

1 = NOT important

5 = VERY important

WORKSHOP GOALS

As a result of this workshop participants will:

- **learn about specific instructional strategies for teaching advanced skills**
- **become knowledgeable about Chapter 1 service delivery models**
- **learn about research and practice for producing greater coordination between Chapter 1 and the regular classroom**

T-25a

WORKSHOP GOALS

(continued)

- learn about selective successful educational practices
- gain experience at writing an effective program improvement plan
- gain insights into successful implementation of the plan.

PHASE THREE: BUILDING A VISION

- Building a Vision
- Writing the Action Plan

BUILDING A VISION:

- discuss relative merits of all practices investigated
- compare utility/fit with local context
- build a vision based on review of research, information about exemplary practices and visitations
- decide on one or two strategies to pursue.

FACILITATION TEAM RESPONSIBILITIES IN PHASE THREE:

- facilitate vision.

WRITING THE ACTION PLAN

1. Translate directly from the vision.
2. Plan should include:
   - necessary resources
   - persons responsible
   - steps to be taken
     - **introduce practice
     - **implement practice
   - monitoring
   - troubleshooting.

T-29

PHASE FOUR: TURNING THE VISION INTO REALITY

- action
- ongoing monitoring and feedback
- celebrate success.

FACILITATION TEAM RESPONSIBILITIES IN PHASE FOUR:

- arrange for staff development
- monitor progress
- troubleshoot
- gather evaluation data
- arrange for celebration of success.

T-31

ACTION:

- set up orientation meeting
- provide training
- have resources in place
- implement the change
- provide networking opportunities and support.

5 Ws EXAMPLE:

Task: Set up orientation meetings.

1. **Who will set them up?**
2. **Who is the intended audience?**
3. **What information is to be conveyed?**
4. **Why is the topic important?**
5. **When is the meeting to be held?**

T-33

CHANGE IS EFFECTIVE WHEN:

- there is choice and commitment by those involved
- all those affected participate
- efforts focus on the process
- change focuses on student learning.

STEPS LEADERS TAKE TO ACTUALIZE THEIR VISION

1. Valuing - See the vision.
2. Reflecting - Own the vision.
3. Articulating - Make the vision public.
4. Planning - Develop strategies.
5. Acting - Mobilize people.

(Shieve and Schoenheit)

ONGOING MONITORING AND FEEDBACK:

- gather process information
- debrief as needed
- strategize for problems encountered
- renew commitment
- use student performance data evaluation and other sources of data for end of year impact study.

T-36

MONITORING

Definition: Systematically checking progress.

Types:

- plan implementation
- change in practice
- change in student performance.

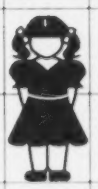
Purposes:

- showing progress
- focusing attention
- basis for follow-up.

T-37

WORKSHOP GUIDE

FOR THE CHILDREN



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FOR THE CHILDREN:
The TAC/R-TAC Chapter 1 Program Improvement Process

For the Children is a Chapter 1 program improvement process that is based on the same research it espouses. It is systematic and highly interactive, based on informed decision-making and focused on student outcomes. It will generate "buy-in" from all groups involved since they have a direct say in what gets built in to the program. Leadership in this process is key, and district support is mandatory.

Building upon the research literature on successful educational change, *For the Children* has four phases:

Phase One: **Gathering Information**
Phase Two: **Targeting Areas for Improvement**
Phase Three: **Building a Vision**
Phase Four: **Turning the Vision Into Reality**

The first phase is **Gathering Information**. During this phase, teams will be assembled and trained, facts and opinions will be gathered and analysis of the facts will be initiated.

Phase two, **Targeting Areas for Improvement**, will be set up to focus on problems and to explore alternative solutions. With the information gathered in the first phase, the facilitation team will bring people together to analyze the strengths and weaknesses of the program. The facilitation team will bring the group to consensus on which areas will be targeted for improvement. Once areas are identified, action teams will be formed to investigate alternative solutions. These action teams will review the research literature and communicate with staff from programs which have the solutions under consideration in place. If major changes are anticipated, the teams will visit effective programs to get a more realistic view of what is involved both in the practice and in the steps that will be necessary to implement the practice at their school.

In phase three, **Building a Vision**, the action teams will present their analysis of the relative merits of the solutions under consideration, along with their recommendations for change. These recommendations will be discussed by the group as a whole. At the end of this phase, the team will have built a vision of how it sees Chapter 1 being implemented at their school. A systematic plan for achieving success will be developed along with change strategies, assignments, timelines, and a list of the resources needed.

Phase four, **Turning the Vision Into Reality**, involves implementing the plans set in the previous phase. Those who will implement the plan are trained, materials are acquired, and the vision is translated into action. The facilitation team monitors the effort, providing support and problem solving assistance if needed. At predetermined points, staff come together to discuss progress and to offer suggestions for any fine tuning that needs to occur. At the end of the school year, the change is evaluated to determine its impact on the

students. Success is celebrated! The plan is reviewed and updated for the next year and commitment is renewed.

Each of the phases in *For the Children* requires thoughtfulness and planning. A facilitation handbook which includes examples and planning forms is available for each phase. The details of the *For the Children* process and its phases are presented next.

PHASE ONE: GATHERING INFORMATION

The Gathering Information phase initiates the Chapter 1 program improvement process. In phase one it is where the program is examined to determine what the data says and what people think about the activities and impact of Chapter 1. The more time spent here, the more likely things will go smoothly later.

The tasks involved in this phase include setting up teams and gathering information about all facets of the Chapter 1 program. The keys to success in phase one are effective planning, teamwork and getting everyone involved. The participation of those who will be asked to implement the change is especially important. Their "buy-in" is a critical factor in determining the eventual outcome of the change efforts. This phase has three parts:

1. **Setting up the facilitation team**

   The first step in *For the Children* is to set up a facilitation team. Research has shown that the most effective teams to initiate a Chapter 1 improvement process are made up of principals, program administrators, and teachers, both from Chapter 1 and from the regular classroom. Parents and other important decision makers can only add to the quality of the team. The function of this team is to gather information on student outcome measures and to facilitate the gathering of the information and opinions about the program from various constituencies.

   Once the team is formed, it is important for its members to be trained in facilitation techniques. During this training, the team will determine how information will be gathered, and who will be responsible for gathering the information. The team will also plan the details of data collection, including setting the timelines, deciding who will facilitate which dialogue groups, arranging for rooms and refreshments, and making sure everything is going according to schedule.

2. **Gathering student performance data**

   After receiving orientation to the process and training in facilitation techniques, the team will initiate its data gathering. The team decides which student performance data to collect, who will be responsible for its collection and the deadlines for reporting back to the group.

Suggested types of student performance data to be gathered include:

- test scores: norm referenced test, diagnostic tests, criterion referenced tests and, subtests;
- assessments: writing, classroom performance, objectives mastered; and
- other measures: attendance, grades, retention rates.

These data will be reviewed to determine the character and extent of the problem. Data will reveal which specific instructional areas are in need of improvement, which children are not showing progress, the type of problems the program is facing, whether the same problems exist in every grade, how widespread the problem is, and whether it exists in the school as a whole or only in the Chapter 1 project.

3. **Gathering information from important constituencies**

The second part of the data collection phase is gathering information and/or opinions from various persons who are directly involved with the Chapter 1 program. These individuals include both regular classroom and Chapter 1 teachers, parents of Chapter 1 students, and Chapter 1 students themselves. Gathering input from these groups is critical to the process recognizing the opinions of all who will ultimately be affected by the changes that will take place. It helps to get as many people involved from these constituencies as possible. With involvement comes understanding, and with understanding, support for the change efforts that will take place.

Information will be gathered from these constituencies by conducting dialogue groups. It is recommended that the dialogue groups include 3 to 5 people and a facilitator. There should be separate dialogue groups for teachers, parents, and students.

The manner in which information is collected is as important as the information itself. The facilitation team must remain nonjudgmental, yet be able to probe for more information and to build consensus among those providing the information. Training in facilitation techniques will be provided, along with interview guidelines and training in conflict management. The following strategies are recommended for information gathering:

- **For teachers** - Encourage them to think about two specific students in Chapter 1 who they think have been appropriately placed but who are not making sufficient progress. What specifically would they recommend to help these students achieve? Are there programmatic changes that could help?

  Have them then think about an "ideal" Chapter 1 program. What does it look like? What makes it ideal? Is there any reason why their program can't look like that? If so, how can these barriers be overcome?

- **For parents** - Ask parents to think about their own children. What do they think the school could do to help their children achieve more?

Ask parents to think about their children's sources of influence. How can peers and family be of help? Is there any reason why changes can't be made? If so, how can we overcome the barriers?

- **For students** - Encourage students to think about how to help students who are having trouble with reading or with math. What do they think the class should be like?

In all of the dialogues, look for patterns and common themes. This will become a key part of the next phase of the process.

PHASE TWO: TARGETING AREAS FOR IMPROVEMENT

The Targeting Areas for Improvement phase brings focus, site sensitivity and informed decision-making to the improvement process. Using the data collected in the Gathering Information phase, the facilitation team will hold a meeting to debrief all interested parties about what was found and initiate an analysis of the strengths and weaknesses of the project. Based on this analysis, areas for improvement will be targeted, and plans will be made about gathering information regarding alternative solutions. The two parts of this phase are as follows:

1. **Focusing on the data**

   Bringing focus to the information gathered in the previous phase is a team process. Once the student performance data and the dialogue group data have been collected, all interested participating parties are gathered together for debriefing by the facilitation team. Once everyone has been presented with the "facts", the facilitation team presents its analysis, focusing on the patterns that were found. The discussions provide the background information necessary for consensus. Differences of opinion on some issues are to be expected, but the team is responsible for bringing focus to the process and generating agreement as to which areas will be targeted for improvement efforts. It is best not to be too ambitious but rather to select only one or two areas to target for change.

   Once consensus on the areas to target for change has been reached, the facilitation team will solicit volunteers for action teams. The function of these teams is to identify and investigate possible strategies/solutions to meet the challenges in the areas targeted. The group may want to set up separate action teams to investigate particular strategies or a single action team to address the range of solutions possible in that area.

   Facilitation team members will monitor and provide support for the action team members, set up a timeline for completion of the action team mission, and conduct the debriefing session where the vision will be built.

2. Researching solutions

The action teams that were formed during the focus session will need to initiate their mission through careful planning which is systematic in approach. The teams should set out a plan for reviewing the research and for exploring alternatives. The regional Technical Assistance Centers and Rural Technical Assistance Centers (TACs and R-TACs) and the SEA can help guide the teams in their search for information and for programs which have implemented the practices that the teams are considering.

The action teams should make arrangements for communicating with schools which have implemented the practices under consideration. If the practices involve major changes in instructional delivery or philosophy, it is recommended that the teams send representatives to visit schools which have the envisioned change in place. Documented visits will provide a realistic picture about what is involved in both the practice itself and the steps necessary to take to implement the practice. While visiting, it is important that the teams observe and talk with both the students and teachers. Discussions with the program administrators using a structured interview format will provide the team with insight into the project. Team members should discuss the costs and benefits of the practice under consideration with those they are visiting, asking about the resources needed, time involved and problems in implementation.

Once information is gathered, the action teams should thoroughly discuss the relative feasibility of the practices, the steps they think would go into implementing such practices, costs, and resources needed. The goal is to generate a series of options, each with a rationale as to how it will meet the Chapter 1 program needs, the benefits that will result from the change, any potential problems, and a list of resources required. These analyses must take local considerations into account and deal firmly with reality.

PHASE THREE: BUILDING A VISION

This phase brings all interested parties together to make decisions about the direction the Chapter 1 program will take. The action teams will present their analyses, and the group will discuss the relative merits of each alternative. Once everyone has a full understanding of each alternative, the group will decide what their vision of Chapter 1 entails and the changes that will need to be made to fulfill this vision. Because the action teams have researched the alternatives thoroughly, this vision should be both realistic and attainable within a specified period of time. It also should produce results in the form of positive impact on student performance measures.

At the end of this phase, the team will have concrete plans. It will have decided what changes will be implemented, what steps will be taken to implement these changes, who is responsible, what resources will be needed, what the timelines will be, and how they will know that they have been successful. The two parts of this phase are as follows:

1. **Building a vision**

   By a specified deadline set in the previous phase, the action teams will have done their research, communicated with other Chapter 1 programs, visited programs as needed, and discussed the relative merits of the alternatives they have investigated. The next step is to gather the teams and other interested parties together for a discussion of all of the alternatives investigated, to hear their recommendations, and to come to consensus on what should be done. This involves building a vision of what the Chapter 1 program will look like and translating this vision into a concrete plan.

   While it is important to be reflective on all of the possibilities, it is also important not to try to make too many changes all at one time. Being too ambitious can lead to fragmentation or a sense of being overwhelmed. Even if the vision incorporates major changes, the group should select only one or two initial areas for change. The entire vision can be reached, but to do so successfully requires proceeding one step at a time.

2. **Writing the action plan**

   Once the group has built its vision and selected strategies, the next step is to translate the vision into concrete action steps. The action plan needs to include specifics. There must be an indication of exactly what actions are needed to implement the chosen strategies, including assignment of responsibilities, a timeline and a plan for procuring necessary resources. It is necessary to anticipate all of the issues, including exactly what will be needed, how to get commitment from those who will be affected, and the steps to be used to introduce and implement the change. Understanding and commitment from all of those who will be asked to implement parts of the plan should be acknowledged, discussed, and agreed upon. Ways to monitor and to provide feedback should be built in.

PHASE FOUR: TURNING THE VISION INTO REALITY

Turning the Vision Into Reality involves action triggered by three key events. First, the plan which was written during the previous phase will be put into place, complete with plans for monitoring for success. Second, the facilitation team will keep track of progress, providing feedback and support in the form of troubleshooting and facilitation of problem solving should any roadblocks be encountered. Finally, as with any positive change that requires time and effort, success in its various forms should be celebrated. The three parts of this phase are:

1. **Action**

   Once the plan has been established, responsibilities have been assigned, and resources have been set aside, it is time for action. Those who are responsible for implementation should understand what the changes involve, should have appropriate training, and

should know what their responsibilities are. Barriers to success should have been anticipated and solutions proposed.

Action involves commitment through change agents who follow the plan. They implement the new practices with full awareness that there is support for their efforts, resources to aid in the implementation, and people around to help with any problems that may arise. If difficulties are encountered, they should discuss them with others who are also implementing the strategy so that solutions can be shared.

2. **Ongoing monitoring and feedback**

Feedback is important and should be ongoing. Efforts are much more likely to have positive outcomes and to continue to gather support if those implementing the change openly share their successes and brainstorm on solving any problems that arise. The facilitation team plays a key role at this stage, gathering information, debriefing with the group as needed, strategizing on any problems and renewing commitment.

The facilitation team should also collect evaluation data which parallels that collected in the initial phase of this process. It is important for everyone to see the impact that the changes have made on student performance.

3. **Celebrate success**

All this hard work and effort need to be recognized. The group should celebrate milestones and successes. Members of the group should renew commitments to the process at regular intervals. They should recognize the contributions of team members, of those implementing the changes and of the students who are the recipients of the whole effort.

Once all is said and done, the process continues in a cyclical fashion using the data for informed decision-making. If additional changes are needed, a judgment must be made to determine on which phase the group needs to focus. It is unlikely that the program will have to initiate in the whole process again; rather, the group may chose to explore alternatives by forming action teams or by translating other parts of the vision into reality by setting down new action plans.

Ultimately, success will be measured by the benefit to the Chapter 1 project and its students. *For the Children* is, after all, for the children.

AGGREGATE PERFORMANCE MEASURES: THE MEAN OR THE MEDIAN

Central Tendency

The two most common descriptive measures of a group of scores are measures of central tendency and variability. That is, characteristics of a group can be described by identifying a middle reference point and summarizing how the scores are arranged around it. Different measures of central tendency provide different information about the group. Two of them, the median and the mean, may be used for aggregating data for purposes of assessing "aggregate performance."

The **MEDIAN** is a point in a distribution of scores at which 50% of the scores fall above and 50% fall below--that is, the middle ranking number in a set of numbers. It identifies the central ranking score within a group without reference to the actual value of the score. This information is useful when looking at aggregate performance because it lessens the influence of extreme scores in determining typical performance in the program.

The **MEAN** is determined arithmetically and is based on the values of the scores in the distribution. It is what most people call the "average" and is the most commonly encountered measure of central tendency. The mean differs from the median in this way: The median is the central SCORE in the distribution, and the mean is the central VALUE of the distribution of scores. Every score value in the distribution influences the mean. Therefore, scores that are extreme or atypical of the majority may inflate or deflate the mean, making it a less accurate indicator of typical performance of students in the program in those instances.

Variability

The amount of influence extreme or outlier scores will have on the mean also depends on the variability of the scores. Scores from a very large, heterogeneous group, if plotted on a continuum, will generally form the "bell curve" shape, with the majority of scores at the middle point on the continuum. In this type of distribution, the mode, the median, and the mean have identical values.

Scores based on smaller numbers and/or groups that are more homogeneous, however, often are not normally distributed--that is, the majority of the scores are collected around a point somewhere above or below the middle point on the continuum. In this type of distribution, the mode, the median, and the mean are different and are distributed along the continuum in relation to the point where the majority of the scores cluster. If the cluster of scores is below the center of the continuum, the mean score will be higher than the median; if the cluster of scores is above the center of the continuum, the mean will be below the median. The presence of one or two extreme scores at either end of the distribution can change a normal distribution with identical values for the mean and median to one in which the mean and median are different. It is in these instances that consideration should be given to using the median instead of the mean for summarizing aggregate performance measures.

Guidelines for Choosing the Mean or the Median

Two factors that may make the median a better choice than the mean for the LEA are:

1. **number of Chapter 1 students' scores.** The smaller the sample sizes tend to be, the more influence outlier scores will have on the mean. Where the aggregate performance indicator is based on relatively few students at the building level, the median may provide a better indicator of project effectiveness.

2. **tendency to have outlier or extreme scores.** Programs that serve special populations such as bilingual students, educationally handicapped, and special education students may be more likely to have individuals with widely fluctuating gain scores. Extreme scores generally inflate or deflate the mean more than the median.

After reviewing the data from individual buildings to determine whether conditions exist that may make the median a good choice for aggregation, consider as well the following factors in assessing the feasibility of using the mean or the median:

1. Will using the median result in a valid representation of the effectiveness of the Chapter 1 programs in a majority of the schools in the LEA?

2. Do buildings report scores in a form that would make it possible to compute the median? If not, how difficult would it be to adjust the reporting procedure?

3. Do you have the capability, through computers or personnel, to make the necessary calculations? For small programs, this consideration is minor, since the median is easier to find from a rank order than it is to compute. Larger programs, however, should consider whether the computer program (or other data management methods) used can produce a median score.

DATA DISAGGREGATION
FOR PROGRAM IMPROVEMENT

Data disaggregation is the process of "pulling apart" test scores and other types of information concerning student achievement, instructional services, and staffing patterns in order to explore the realtionships that exist between student learning and program characteristics.

In the context of Chapter 1, data disaggregation requires LEA staff to move beyond aggregate scores as indicators of program impact to a level at which data analysis is driven by "smart questions" about numerous characteristics of student and program success.

1. Decide which units you want to look at more closely:

- schools (individual schools or comparisons between schools within the district)
- grade levels (within or between schools, within or between classrooms)
- students (individual or in various groupings)
- programs (Chapter 1, LEP, Migrant, etc.)
- materials (curriculum, instructional methods, staffing patterns, etc.)
- other _____

2. Find out what kinds of data are available to you:

- What content areas do the tests measure?
- Are those areas tested in depth?
- Are the kinds of things you are evaluating aligned with your program goals?
- How are the data reported? Are there alternative reporting formats available that would be more useful to you?

3. Decide what you want to know:

- What do you want to find out from the data you already have available to you?
- What kinds of questions can you answer with the data you already have?

4. Take apart and analyze the data with your questions as a guide.

5. Ask more questions based on your first analysis.

6. Take the data apart in a different way to answer your new questions.

HOW TO USE YOUR NORM-REFERENCED TEST RESULTS MORE EFFECTIVELY:

1. There is a relationship, however imperfect, between norm-referenced test scores and student achievement.

2. There is a relationship between program quality and student achievement.

3. Program improvement will have a positive effect on student achievement.

4. Improved student achievement will be reflected in higher norm-referenced test scores (or other criteria you have established to evaluate your project).

You can maximize the value of student testing by "taking apart," or disaggregating, your test results. This process will let you explore some of the relationships between student learning and program characteristics. An objective analysis of strengths and weaknesses can help you identify areas in need of additional effort and/or resources.

Using your test scores more effectively is based on asking certain kinds of questions. For example:

1. Are there differences in performance between or among students in different groups?

   Examples:
   - students in different schools
   - students in different grades or classes
   - students in different racial or ethnic groups
   - boys and girls
   - Chapter 1 students and non-Chapter 1 students

2. Are there differences in the performance of students on different areas of the tests?

   Examples:
   - performance on Math Concepts and Applications as opposed to performance on Total Math
   - performance on Reading Comprehension as opposed to performance on Vocabulary or Total Reading
   - performance on different skills clusters within a subtest

3. Are there trends in the performance of students over time?

   Examples :
   - comparing performance of different groups of students over time
   - comparing performance on different subtests or skill clusters over time

USING EVALUATION RESULTS FOR PROGRAM IMPROVEMENT

Table 1A
Summary of School Norm-Referenced Test Results by Grade Level
Total Reading Scores in NCEs - Mean NCE Score

School	Pretest	Posttest	Gain
Grade 2 (N=24)	35.18	38.56	+3.38
Grade 3 (N=34)	34.75	35.64	+.89
Grade 4 (N=28)	35.72	31.27	-4.45
Grade 5 (N=32)	32.49	33.28	+.79
Total (N=118)	34.45	34.65	+.25

Table 1B
Summary of Chapter 1 Norm-Referenced Test Results by Grade Level
Total Reading Scores in NCEs - Mean NCE Score

Chapter 1	Pretest	Posttest	Gain
Grade 2 (N=7)	28.12	29.57	+1.45
Grade 3 (N=5)	29.32	28.12	-.90
Grade 4 (N=3)	29.14	25.70	-3.44
Grade 5 (N=3)	22.11	24.21	+2.10
Total (N=18)	28.68	27.15	-1.53

Table 2A
School Summary of Selected Reading Subtest Results by Grade Level
Posttest Scores in NCEs - Subtest

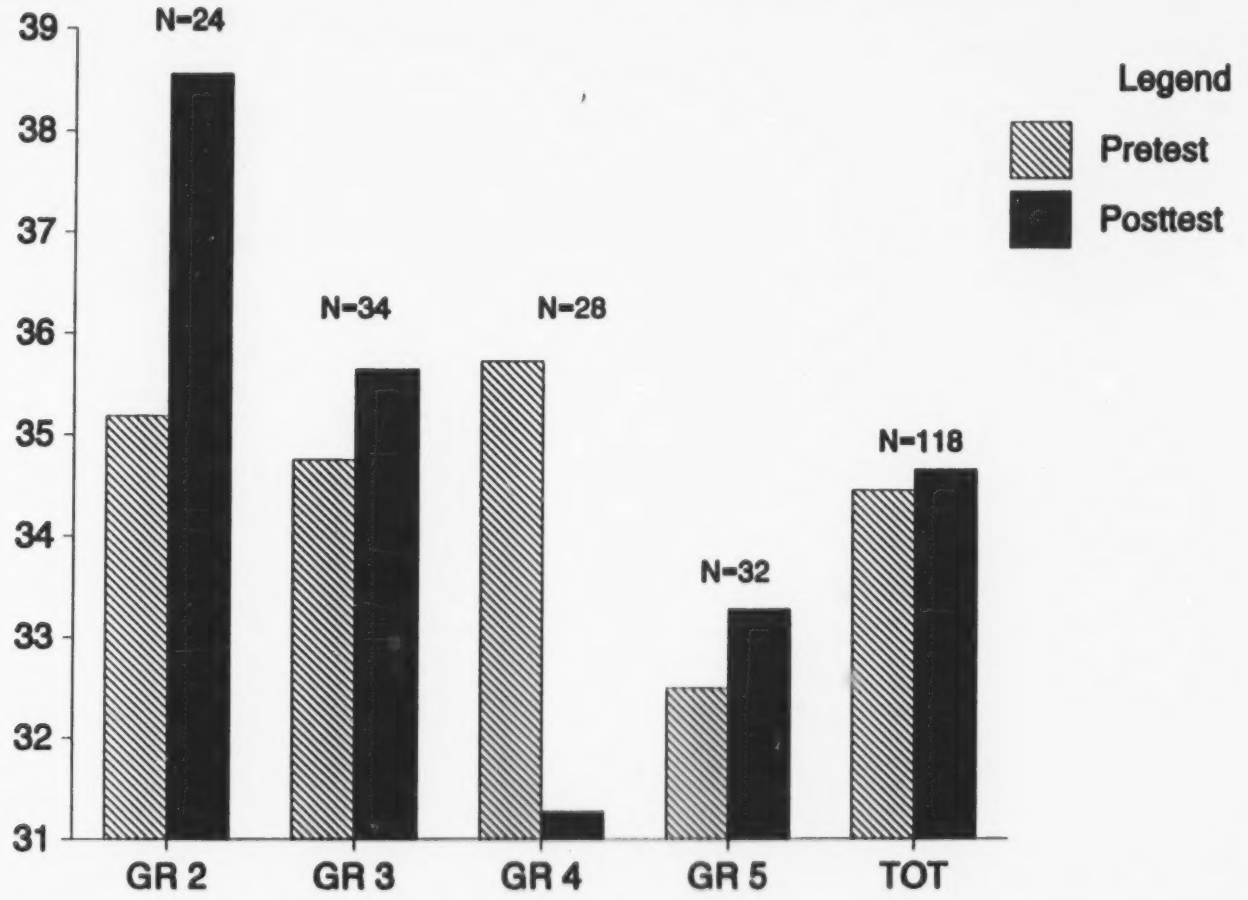
School	Vocabulary	Word Analysis	Reading Comp.	Total Reading
Grade 2 (N=24)	34.60	40.30	35.68	38.56
Grade 3 (N=34)	33.40	44.60	31.92	35.64
Grade 4 (N=28)	29.00	43.90	24.41	31.27
Grade 5 (N=32)	27.00	48.40	32.27	33.28
Total (N=118)	31.12	45.00	30.72	34.65

Table 2B
Chapter 1 Summary of Selected Reading Subtest Results by Grade Level
Posttest Scores in NCEs - Subtest

Chapter 1	Vocabulary	Word Analysis	Reading Comp.	Total Reading
Grade 2 (N=7)	33.27	35.19	26.81	29.57
Grade 3 (N=5)	31.41	35.54	24.46	28.12
Grade 4 (N=3)	22.72	32.01	19.16	25.70
Grade 5 (N=3)	20.56	33.14	23.61	24.21
Total (N=18)	28.90	34.42	24.35	27.15

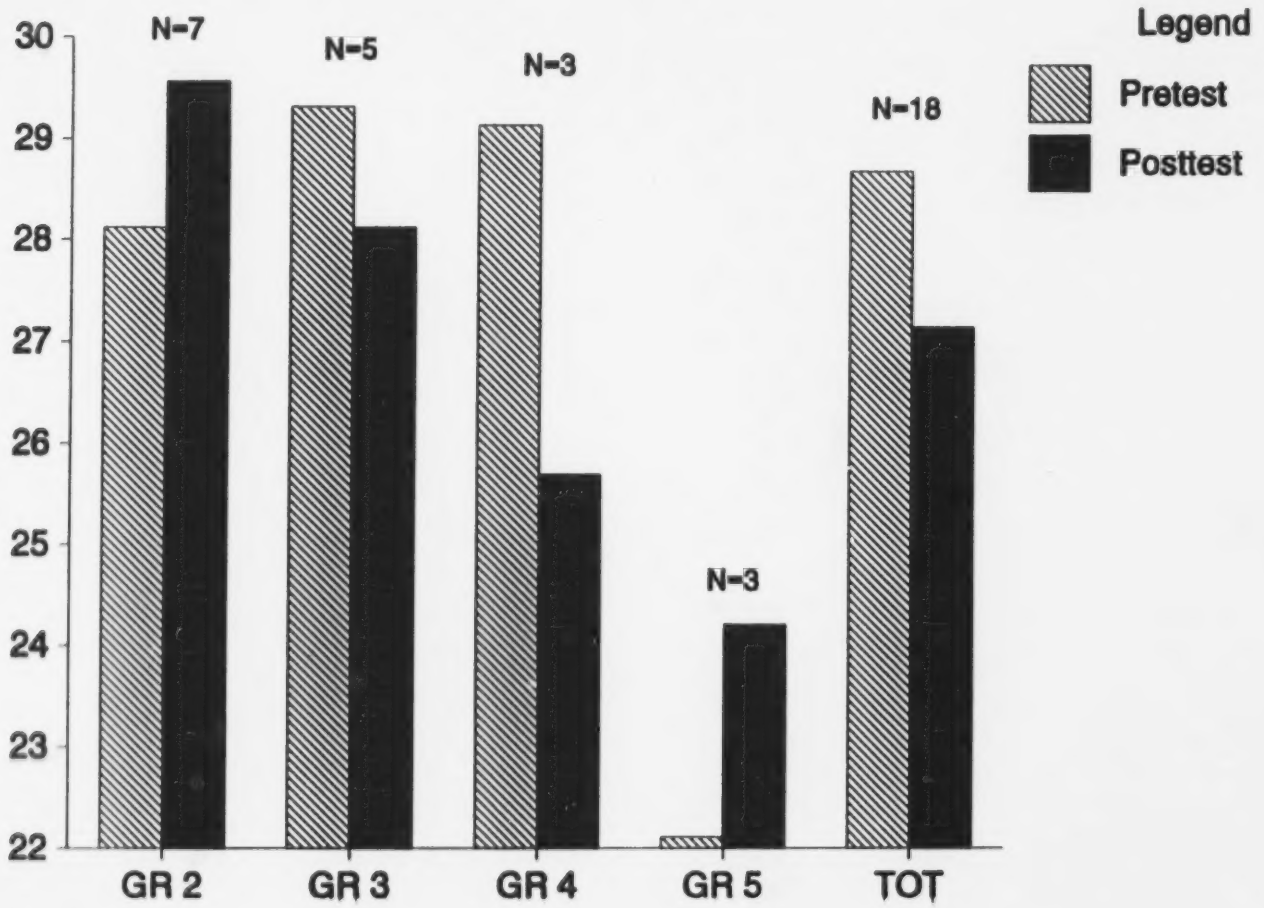
School Norm-Referenced Test Results by Grade Level

Total Reading Scores in NCEs



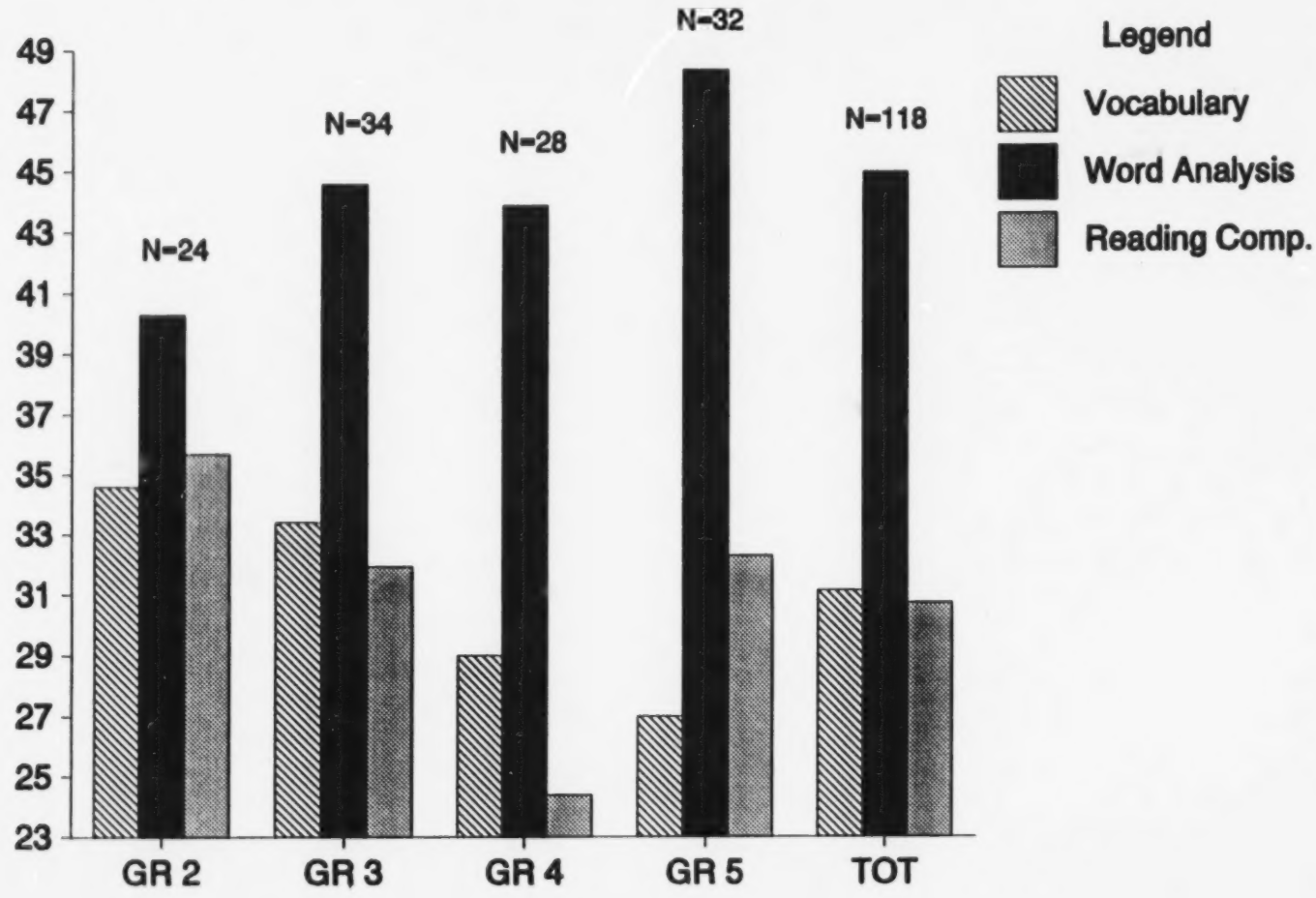
Chapter 1 Norm-Referenced Test Results by Grade Level

Total Reading Scores in NCEs



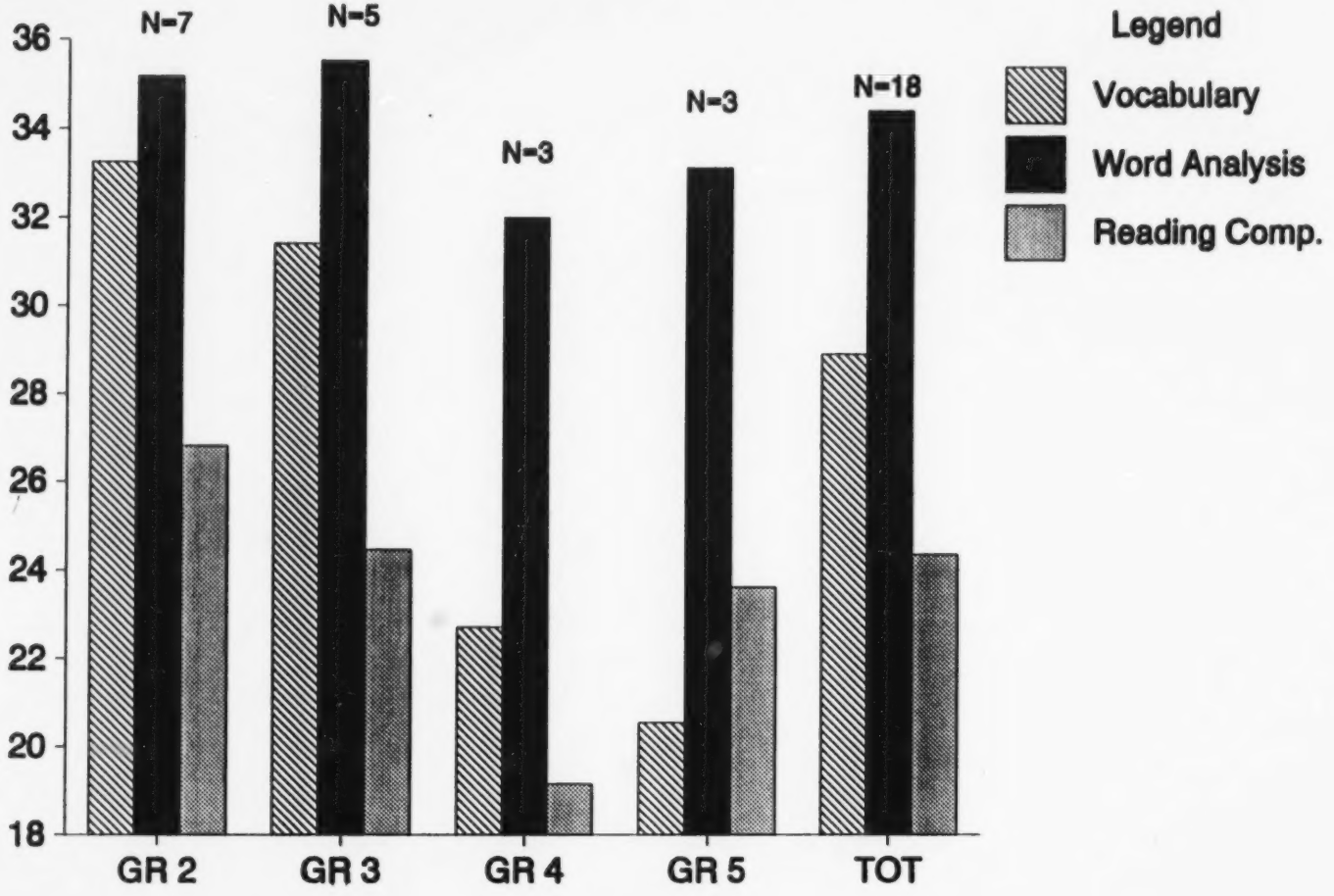
School Selected Reading Subtest Results by Grade Level

Posttest Scores in NCEs



Chapter 1 Selected Reading Subtest Results by Grade Level

Posttest Scores in NCEs



QUESTIONS

1. Based on the data provided in Tables 1 and 2, what conclusions may be drawn about the overall performance for your school?

   - What conclusions may be drawn about student performance in each of the four grade levels?

   - What conclusions may be drawn about the Chapter 1 project and the performance of Chapter 1 students?

2. Based on the data provided, rank each of the grades and each of the skill areas according to those which appear to be most in need of attention (1=greatest need, 5=least need). What are the implications for school improvement efforts?

Item to be Ranked	Regular Program	Chapter 1
Grade		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Content Area		
Vocabulary		
Spelling		
Word Analysis		
Reading Comprehension		
Total Reading		

3. You have a program improvement budget of $_____ (enter the likely amount based on past experience). The money may be spent in a variety of ways. Using the data analysis you've just completed, and weighing in other factors that impact your decision, list three to five ways you might approach the task of program improvement. Don't forget to list things that may not cost anything. Look over your list of possibilities and rank them according to feasibility, expected impact, length of commitment, number of staff involved, etc.

4. List some of the factors you must weigh in making your decision about how to allocate the limited funds you have available. Rank them in order of importance (e.g., factors that carry more "weight" would be ranked higher than factors which don't impact your decision as much).

SCHOOL PROFILE

This activity is intended to provide you with a way to focus on the data and establish priorities for program improvement.

INDIVIDUAL RATINGS AND EXPECTATIONS

Step One
The first step is to rate your school on a variety of outcome measures. The best way to do this, of course, is to review your data. Lacking data, use your best guess. Try to be fair and realistic. Place the ratings of your program's current status on each of these items in column one.

Step Two
Determine how satisfied you are with each of these current outcomes. Rate them using a scale of 1 to 5, with 1 being very satisfied and 5 being very unsatisfied. For example, if you have an 80 percent attendance rate, and you consider this to be quite good given the characteristics of your school or district, rate this a 1or a 2. If you think your achievement test score profile needs significant improvement, rate it a 5. Place your ratings in column 2.

Step Three
Determine how important each of these outcomes is to you. Use a five-point rating scale, with 1 being unimportant and 5 being very important. For example, if achievement in the advanced thinking skills is very important to you, rate it a 4 or 5. If writing assessment is not a priority, rate it a 1 or a 2. Place your ratings in column 3.

Step Four
Now go back and perform Steps One through Three focusing on your Chapter 1 program. Put your responses on the sheet of paper designated for Chapter 1 program data.

GROUP RATINGS AND EXPECTATIONS

Now it is time to get together as a group and come to a consensus. Remember the rules of good team communication.

Step Five
As a group, review your individual ratings of the ten items and record them on a group sheet. You need to come to a consensus in terms of absolute rankings and relative rankings. Absolute rankings refer to the actual estimates people have made. What is the current status of your program? What does it mean if one person rates average self-concept at 2 and another at 6? Could there be student differences by grade or gender? Could students be feeling better about

themselves in reading than in math? Try to explain any discrepancies you find, and come to consensus on a rating for each of these items.

Relative ratings refer to which items are ranked as strongest, next strongest, and so on. Your ratings should be close to one another's in this regard. If they are not, you need to discuss why. Are people unaware of some of the program outcomes? Do perceptions vary by role; i.e., do teachers say one thing, principals another, and parents still another? Try to come to consensus on these relative rankings. Place your group rankings on a group rating sheet.

Step Six
Next consider ratings of satisfaction. Look at each outcome and discuss individual ratings of each. Try to come to a consensus using the five-point rating scale. Please do not use fractions or decimals! Place your group ratings in column 2 of the group rating sheet.

Step Seven
By now you should be good at this! Please consider the individual ratings of importance, and attach a group rating to each outcome. Again, no fractions or decimals are allowed. Place your rating in column 3 of the group sheet.

Step Eight
This is a tough one. Together the group should now decide what expectations should be set for student outcomes in the future. It is best to consider only one or two of these outcomes, as it is difficult to try to change many things at the same time. We recommend that the group members consider those items for change where there were combined rankings (satisfaction and importance) of 8, 9 or 10. These scores indicated items that were considered by the group to be important but unsatisfactory. Try to be fair and realistic setting future expectations for these items. Place your expectations in the "1st year" column.

Step Nine
Do the same thing as you did in step eight, but for a strategic three-year goal. Come to a group consensus on the same one or two outcomes, and place the group expectations in the column headed "3rd year."

As a result of this activity, you should have a better idea of how to focus on data and set priorities for outcomes as a result of your improvement efforts. Good luck on the real thing!

FOCUSING ON THE DATA (INDIVIDUAL)

School Profile	Current Status	Rating of Satisfaction	Rating of Importance	1st Year	3rd Year
1. What percentage of your students fall into each of the bottom two quartiles on a standardized achievement test?					
2. What is the average percentage of the student body absent each day?					
3. On a self-concept scale of 1-10, where 1 equals poor and 10 equals excellent, what would be the average score for the students in your school?					
4. On a criterion-referenced test of basic reading and/or math skills, what percentage of your students would master at least 75% of the objectives tested?					
5. If you were to give a diagnostic reading test at the end of the year, what percentage of your students would fall more than one year below grade level at the end of the first grade? What percentage would fall more than one year below grade level at the end of the sixth grade?					
6. What percentage of the students in your school score in the bottom two quartiles on the reading comprehension scores used to measure advanced thinking?					
7. If you were to give a writing assessment in your school, and the possible scores range from 1-10 (1=poor, 10=excellent), what would be the average score for your students?					
8. If you were to measure time on task in your school, what percentage of time would you say your students are receiving direct interactive instruction?					
9. If you were to assess the level of parent involvement in your school, what percentage of parents are involved at some time in some manner? (Include parent/teacher conferences, at-home assistance, classroom assistance, and any other activities where parent involvement support is sought.)					
10. What percentage of staff planning time is spent in coordination efforts between Chapter 1 staff and teachers from the regular classrooms?					

FOCUSING ON THE DATA (INDIVIDUAL)

Chapter 1 Profile	Current Status	Rating of Satisfaction	Rating of Importance	1st Year	3rd Year
1. What percentage of your students fall into each of the bottom two quartiles on a standardized achievement test?					
2. What is the average percentage of the student body absent each day?					
3. On a self-concept scale of 1-10, where 1 equals poor and 10 equals excellent, what would be the average score for the students in your program?					
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10. What percentage of staff planning time is spent in coordination efforts between Chapter 1 staff and teachers from the regular classrooms?					

FOCUSING ON THE DATA (GROUP)

School Profile	Current Status	Rating of Satis-faction	Rating of Impor-tance	1st Year	3rd Year
1. What percentage of your students fall into each of the bottom two quartiles on a standardized achievement test?					
2. What is the average percentage of the student body absent each day?					
3. On a self-concept scale of 1-10, where 1 equals poor and 10 equals excellent, what would be the average score for the students in your school?					
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FOCUSING ON THE DATA (GROUP)

Chapter 1 Profile	Current Status	Rating of Satisfaction	Rating of Importance	1st Year	3rd Year
1. What percentage of your students fall into each of the bottom two quartiles on a standardized achievement test?					
2. What is the average percentage of the student body absent each day?					
3. On a self-concept scale of 1-10, where 1 equals poor and 10 equals excellent, what would be the average score for the students in your program?					
4. On a criterion-referenced test of basic reading and/or math skills, what percentage of your students would master at least 75% of the objectives tested?					
5. If you were to give a diagnostic reading test at the end of the year, what percentage of your students would fall more than one year below grade level at the end of the first grade? What percentage would fall more than one year below grade level at the end of the sixth grade?					
6. What percentage of the students in your program score in the bottom two quartiles on the reading comprehension scores used to measure advanced thinking?					
7. If you were to give a writing assessment in your program, and the possible scores range from 1-10 (1=poor, 10=excellent), what would be the average score for your students?					
8. If you were to measure time on task in your program, what percentage of time would you say your students are receiving direct interactive instruction?					
9. If you were to assess the level of parent involvement in your program, what percentage of parents are involved at some time in some manner? (Include parent/teacher conferences, at-home assistance, classroom assistance, and any other activities where parent involvement support is sought.)					
10. What percentage of staff planning time is spent in coordination efforts between Chapter 1 staff and teachers from the regular classrooms?					

GOAL SETTING

Before setting any goals, ask yourself two questions:

1. What knowledge, attitude, or behavioral changes do I want to see achieved and by whom (students, teachers, parents)?

2. What do I want my classroom, project, and/or program to look like when implementation is complete?

To clarify your answer to the second question, imagine you are hovering over your school in a helicopter. What you see is a close-to-ideal version of the new activity (for instance, higher-order thinking skills). Now, ask yourself:

1. What is going on in the classroom?
2. How is the room organized?
3. What materials and equipment are available or in use?
4. Who is working with whom?
5. What are the teachers doing?
6. What are the students doing?

The A B C Ds of Writing Objectives

A is for the **AUDIENCE** that is to perform the objective.	Who is to be doing the learning? What is the entry level of students expected to perform the objectives?
B is for the expected **BEHAVIOR** of the performer.	What observable action will the learner do?
C is for the **CONDITIONS** under which the audience will perform when assessed.	What resources will be used? What time or resource limitations will be placed on the student's performance when he/she is being evaluated to determine if he/she has achieved the objectives? When and where will the student perform the indicated objectives?
D is for the **DEGREE** of measurement used to determine an acceptable performance level.	Has the student mastered the objective satisfactorily? (20 out of 20, 19 out of 20, 4 out of 5, 70% for a minimum grade of C)

SAMPLE SCHOOL IMPROVEMENT PLAN

The school philosophy revolves around the total well being and development of each child. It promotes a healthy balance of positive academic as well as affective activities and skills for all of our students. The following "We Agree" statements, which were mutually developed by parents, teachers, and administrators, reflect the philosophy we have about children.

TOPIC 1: HOW STUDENTS LEARN

"We Agree":

- learning is a continuous process
- a good self-image, positive reinforcement, and motivation are vital and play an important role in successful learning
- students should assume responsibility for their own learning
- the degree and extent to which the child learns is affected by the relationship between the child and significant people in his life, behavioral expectations placed upon him, and the developmental level of skills and techniques used
- the potential for learning can be developed and stimulated through the home and school environments
- the learning environment is an important ingredient in the learning process. This environment should include the following considerations:
  - ► a level of acceptance from adults and peers which allows for risk taking
  - ► provisions for the different developmental levels and learning modes
  - ► standards of behavior and expectations at all levels
  - ► different and new environments
  - ► encouragement of creativity
  - ► school improvement: open/closed space, group size, group make-up, noise level
  - ► materials
  - ► weather, seasonal and special activities
- learning can be achieved through experimentation, exploration, participation, exposure to new ideas, past experiences, and communication
- students learn when they can see and apply results, whether the results are successful or unsuccessful
- student learning should be relevant to lifetime needs as opposed to isolated skills

TOPIC 2: SCHOOL ORGANIZATION

"We Agree":

- our school should be goal oriented, and individual group and schoolwide goals should be in harmony with each other

- there should be shared decision-making in the school with the principal taking the major responsibility for school operation and organization
- the team approach to planning and classroom organization with the principal as overall coordinator of educational goals and policy
- there should be agreed upon responsibility for team members in overall school organization including curriculum areas
- frequent communication should occur within teams, between teams, and among staff members, students, and parents
- upon consistency and continuity in curriculum, discipline, and school rules
- to an ongoing evaluation of placement of students, organization of grade levels, record keeping, and parent conferences as a schoolwide procedure
- the pupil-teacher ratio should be kept as low as possible
- the style, strengths, expertise and preference of the teacher should be considered in teacher placement
- uninterrupted scheduled teacher planning time is valuable in enhancing the educational program
- a support system should include special services, clerical, cafeteria, maintenance, district-wide, and community support
- orientation is needed for new personnel to learn about materials, curriculum guides, scope and sequence and these should be organized and centrally located

TOPIC 3: CURRICULUM

"We Agree":

- there should be consistent, current curriculum in all subject areas communicated to parents, students, and among teams within the school
- our school should utilize a scope and sequence with specific objectives in the following curricular areas for each grade level: art, music, physical education, science, health, social studies, math, reading, computer, and language arts
- the curriculum should continue to incorporate provisions for developing students' higher levels of thinking, problem-solving techniques, computer education, and special interest courses
- provision should continue to be made for students with special needs in the regular classroom
- there should be many varied approaches and supplementary materials for teaching specified skills
- efficient recordkeeping of each student's development in the curricular areas is necessary to facilitate the student's progress according to individual needs

TOPIC 4: ADULT-CHILD RELATIONSHIPS

"We Agree":

- a good relationship between adults (role models) and children is based on awareness and acceptance of individual differences

- each child should have many opportunities to develop relationships with adults
- adult-child relationships involve: different roles defined between the child and teachers; mutual respect and trust; inter-communication of child, teacher, and parents; listening skills; consistency; empathy; encouragement; reinforcement and development of positive self-concept; and clarification between the action and the individual, acceptance of compliments, praise, and constructive criticism
- adult-child relationships should include:
  - activities which bring adults and children closer together: games, sharing, field trips, problem solving, conferences, extra-curricular activities, etc.
  - meeting needs through academic testing, vision and hearing testing, discipline, state expectations, contracts, and special services
  - communication with parents by means of conferences, phone calls, notes, awards, programs, newsletters, and our Parent-Teacher Organization
  - encouraging responsibility for learning and behavior

TOPIC 5: PARENT INVOLVEMENT

"We Agree":

- parents should be in general agreement with school philosophy
- parents assumes primary responsibility for the child in emotional, physical, motivational, attitudinal, and support areas
- parents and teachers take responsibility to follow through on suggestions which have been agreed upon by both parties and aimed at improving the child's progress
- parents and teachers to become involved in overall progress of school programs and activities
- total communication should include written, phone, and personal face-to-face contacts between parents, teachers, and children
- conferences are an essential vehicle of communication between parents and teachers
- parents should be used as special resource people and we should take advantage of their special talents
- the Parent-Teacher Organization aids in communication between parents and teachers

TOPIC 6: COMMUNITY INVOLVEMENT

"We Agree":

- communication and involvement with the entire community is important
- school should help students develop respect, responsibility, and pride for the community and the land in which we live
- we should systematically use the wealth of resource people in our community
- the community is an excellent resource for career education, cultural awareness and enrichment
- the school can use the community for tutoring purposes
- the community should be aware of school enrollment trends and their consequences

- the building should be utilized for school purposes, as a priority, as well as be available to other organizations that are properly supervised
- the Grandparent Program is a vital part of the community

WHAT REASONS SUPPORT IDENTIFICATION OF GOALS FOR IMPROVEMENT?

The school program's strengths are in the areas of academic achievement, staff involvement and commitment, parents' support and involvement, school climate, and the citizenship of our students.

A variety of assessment techniques are utilized to identify academic achievement and relative weaknesses. These include the Iowa Test of Basic Skills, the District criterion-based Math, Language Arts, and Social Studies Assessment Tests, and the West Area Reading/ Writing Assessment. Students in grades 3,4,5, and 6 took the Iowa Test of Basic Skills during the week of October 16, 1989. Individual student results are shared at the Parent/Teacher conferences in March.

The schoolwide results are shown below. The pupil norms shown by the number on the left side of the slash represent the average achievement scores (national percentile rank) for our children at that grade level. The school norm (national percentile rank) shown by the number on the right side of the slash represents how our school compares to all other schools involved in the testing nation-wide on that test at that grade level. The average sixth grader scored at the 79th percentile while our 6th grade class did better than 93% of sixth grades nationally. This information is shown under the COMPOSITE column.

The scores represent group scores which help us in planning and the assessment of our program. In the spring of 1990, teachers will be meeting in curriculum groups to discuss and evaluate our test results. From those meetings and discussions, we will decide on our goals for the remainder of the school year and the 1990-1991 school year. While we are pleased with our results, we feel there is always room for improvement and will continue to work towards that improvement.

1989-1990	Vocabulary	Reading	Language Total	Work Study Skills	Math Total	Composite
Third Grade	76/89	75/89	73/86	83/95	81/94	78/91
Fourth Grade	73/86	76/91	71/83	72/85	80/94	75/90
Fifth Grade	75/89	78/93	65/74	71/86	74/89	75/90
Sixth Grade	76/90	77/92	68/80	77/93	80/95	79/93

Percent of Students Between Quartile Points

	Percentile Rank			
	1-25	26-50	51-75	76-99
Grade 3				
District				
Vocabulary	14.76	17.53	28.97	38.74
Reading Comp	16.82	20.53	27.43	35.22
Math Total	18.28	19.56	26.36	35.80
School				
Vocabulary	11.84	10.53	23.68	53.95
Reading Comp	7.89	18.42	26.32	47.37
Math Total	6.49	6.49	38.96	48.05
Grade 4				
District				
Vocabulary	14.50	17.34	33.06	35.09
Reading Comp	14.68	19.18	25.75	40.39
Math Total	17.78	18.91	28.79	34.52
School				
Vocabulary	6.41	11.54	30.77	51.28
Reading Comp	10.13	12.82	19.23	60.26
Math Total	14.80	11.84	25.00	59.21
Grade 5				
District				
Vocabulary	9.90	19.98	30.26	39.87
Reading Comp	10.13	19.79	30.26	39.82
Math Total	14.80	18.60	30.49	36.11
School				
Vocabulary	4.55	19.70	34.85	40.91
Reading Comp	4.55	12.12	34.85	48.48
Math Total	9.09	12.12	36.36	42.42
Grade 6				
District				
Vocabulary	9.75	20.93	29.64	39.68
Reading Comp	11.13	22.40	27.94	38.53
Math Total	14.76	19.61	25.36	40.27
School				
Vocabulary	5.00	18.75	26.25	50.00
Reading Comp	5.00	22.50	12.50	60.00
Math Total	6.49	11.69	16.88	64.94

Staff and parental input was contributed through formal and informal means. In addition, staff and parents are members of the advisory accountability committee. Staff and parental involvement and support are adequately described in previous sections of this paper.

The process utilized for goal identification included many different aspects involving a wide variety of people to ultimately reach the stated goals. The following includes the process and people who were formally and informally involved:

1. Dialogue with the staff individually and as a group.
2. Curriculum Articulation Committees (Math, L.A./Reading, Science, Social Studies, Gifted/Talented, Computer).
3. Dialogue with parents individually and in small and large groups.
4. Dialogue with PTO Board of Officers.
5. Review of District goals and directions.
6. Dialogue with other principals in the District.
7. Involvement of the Advisory Accountability Committee.

Goals identified include means of continuing this high achievement. The goals of the school are similar to and compliment the goals the school district.

How Do Building Goals Relate To District Goals?

The major school goals for next three to five years, which are complimentary to the district goals, are as follows:

1. Ensure that children "at-risk" are identified at an early age so that the school can provide the necessary means to meet their academic, social, and emotional needs.

2. The school will realize continuous and measurable gains in education achievement for all students in our school. Our expected student proficiencies at each grade level will coincide with those determined by the school district.

3. Monitor and maintain our current high rate of attendance which is 96.4%.

4. Successfully implement the reading and writing process into the curriculum.

5. Continue to improve the school climate, communication, and public relations for all students, parents, and staff.

6. Involve the parents and staff in a study to determine the feasibility of implementing the alternative calendar.

7. Modify the current plan and schedule shortened days to be more sensitive to the needs of parents while still allowing teacher time for inservice and planning.

8. Develop a parent education program to familiarize parents with early childhood education and developmental growth of children physically, emotionally, and intellectually.

HOW ARE GOALS COMMUNICATED TO THE COMMUNITY, PARENTS, AND TEACHERS?

Goals are communicated to community, parents, and teachers using a wide variety of formal and informal methods. Following is a list of some of those methods which illustrate attempts to communicate with all sections of our school community:

Back to School Night
Classroom Programs
Faculty Meetings
Advisory Accountability Committee
Weekly Newsletter
Kindergarten Screenings
Kindergarten Orientations (parents & students)
New Parent Orientation
Parent/Teacher Conferences
Parent/Teacher Inservices
Volunteer Programs
PTO-Sponsored Programs
Student Council
School Programs, Plays, Concerts
Special Services Staffing
Volunteer/Teacher Appreciation Luncheons
Classroom Folders
Curriculum Overviews
Get-Acquainted Coffees
Newspaper Orientation
Newspaper Articles
Parent Information Network
Parent/Student Handbook
Phone Communication
Principal's Year End Report
PTO Meetings
Team Meetings
Schoolwide Functions
Various Curriculum Meetings

The School's Plan for Improving Attendance Rate

School Name:	Date:
High, But Achievable Goal Statement: The staff of the school will continue to monitor its attendance rate which has been slightly over 96% for the last two years and enact methods to maintain that rate each year.	
Data That Support the Need for this Goal (refer to the school's baseline data): A student's attendance at school directly influences achievement and graduation rate. While our attendance rate is high, we need to monitor it to insure that it stays that way. Our student turnover rate is approximately 26% which indicates we need to communicate to new parents and students our priorities.	

Objectives	Activities and Costs	Timeline and Person Responsible	Measurable Evidence of Completion
1. Inform parents of the importance of student attendance.	a. Write a letter in the school newsletter informing parents of the emphasis on attendance.	Principal/September	Completed newsletter
2. Inform students of importance of attendance at school and encourage them to do their best.	a. Staff members will discuss importance with students. b. Staff members will let students know they were aware of the absence and are glad the student is back. c. Provide "attendance awards" for perfect and near perfect attendance.	Staff/September	Discussion will occur
3. Monitor individual student attendance and schoolwide attendance rate.	a. Attendance charts will be maintained and monitoring will occur daily.	Nurse and attendance clerk/Daily	Information provided

The School's Plan for Improving Graduation Rate – Students At-Risk

School Name:	Date:

High, But Achievable Goal Statement: The staff of the school will continue to make contributions to the high rate of graduation (98%) in our school district and seek to improve that performance by identifying and programming for at-risk students, and providing a positive learning environment for all students.

Data That Support the Need for this Goal (refer to the school's baseline data): Not all students graduating from the school district enter as kindergarten students in our district. It is our responsibility to properly orient these new students to feel a part of the school, diagnose their learning needs and provide for those needs so that they will have a successful, meaningful school experience.

Objectives	Activities and Costs	Timeline and Person Responsible	Measurable Evidence of Completion
1. Identify students in grades K, 1 and 2 who are already showing signs of having difficulty learning to read. These students will have an opportunity for three additional 30 minute literary experiences each week. Parents of these students will also be contracted to provide three-30 minute literary experiences at home.	a. Classroom teachers will identify and recommend students for additional assistance.	Initially at the beginning of the school year but as needed.	Identification
	b. Sixth grade student tutors will be recruited and trained to work with the identified students needing help. ($100 for help with training).	Principal/ September-October	Tutors trained and available for assistance
	c. The student and parent tutors will read quality literature to younger students and provide reinforcement activities in listening, writing, and speaking ($500 for books)	Principal/ Throughout the school year	Fewer students in 1992 will score in the lowest quartile on the reading comp. portion of the ITBS in 3rd grade than did in 1991.
2. At-risk students in grades K-6 will be identified by classroom teachers.	a. These students will be discussed at meetings with the Special Services team to determine what course of action should be taken.	Classroom teachers and Special Services Team/Ongoing	Special Services Team - Notes from meetings.
	b. The progress of these students will be monitored to insure they are progressing in their development, academically, socially, emotionally, physically, and behaviorally.	Classroom teachers, Principal/ September through June	As shown by assessment data and teacher judgement.
	c. At-risk students will be placed in curricular programs which are meaningful and with expectations for achievement appropriate to the condition causing them to be identified at-risk.	Classroom teachers, Principal/ Special Services Team	Fewer students in 1992 will score in the lowest quartile on the reading comp. portion of the ITBS in 3rd grade than did in 1992.

The School's Plan for Improving Student Achievement

School Name:	Date:
High, But Achievable Goal Statement: School staff will realize continuous and measurable gains in educational achievement for all students within the school.	
Data That Support the Need for this Goal (refer to the school's baseline data): Monitoring, diagnosing, and providing for students' needs is an ongoing process. To insure educational achievement for all students, individual student progress needs to be monitored and teaching techniques need to be evaluated and improvement when necessary. Students scoring in the lowest quartile need to be identified and programs developed to meet their needs.	

Objectives	Activities and Costs	Timeline and Person Responsible	Measurable Evidence of Completion
1. Reading/writing process will be implemented by each classroom teacher and teacher of the educationally handicapped.	a. Literature based reading programs will be implemented by each teacher for all students. ($4,000.00 for additional books).	Classroom teachers & teachers of educationally handicapped/August 1990	ITBS scores in reading and total language will increase at least 2%
	b. Writing process will be implemented by each teacher for all students at least three consecutive days each week.	Same as above	Growth will be evident on the spring writing assessment
	c. A professional study group will be scheduled for all faculty members to read, to cooperatively teach other faculty members, and discuss current research and literature on reading/ writing process.	Principal/Monthly	Sessions scheduled and completed
	d. The faculty will be supported to achieve this objective by having access to professional books, journals, workshops, attendance at conferences, and released time to visit other classrooms. ($3,000.00)	Principal/Ongoing	Keep records indicating attendance and involvement in such activities.

The School's Plan for Other Priority Goals

School Name:	Date:

High, But Achievable Goal Statement: Parent involvement - Involve parents in programs and information to learn about developmental aspects of children physically, emotionally, and intellectually.

Data That Support the Need for this Goal (refer to the school's baseline data): The building advisory accountability committee recommend these objectives to help parents understand their children better and to be able to support what the school is doing with students. Just as educators are learning more about teaching and learning, parents also have that desire and need.

Objectives	Activities and Costs	Timeline and Person Responsible	Measurable Evidence of Completion
1. Develop a parent education program to familiarize parents with early childhood education and the developmental growth of children physically, emotionally, and intellectually	a. Schedule 1 of 3 kindergarten orientation meetings to discuss developmental aspects of the kindergarten-age child.	Principal kindergarten teacher/May	Meeting scheduled and relevant information shared
	b. Information about early childhood education and developmental practices will be included in back-to-school night programs.	Teachers Principal/ September	Back-to-school nights scheduled and information shared
	c. Share information through school newsletter with parents regarding meetings, lectures, and sessions dealing with topics of early childhood education.	Principal/ Ongoing	Information will be in newsletter
2. Assess for effectiveness the current communication system used at the school to include parent conferences, progress reports, and newsletter.	a. parent survey results on parent/ teacher conferences will be analyzed and recommendations made.	Advisory committee/ 1990-91	Notes and recommendations from committee with survey results.
	b. Parent survey results on progress reports will be analyzed and new progress reports implemented for 1990-91. Parents will e given an opportunity to comment on new progress reports late in school year.	Faculty committee, advisory committee/ 1990-91	Progress reports implemented, parent comments recorded, survey results

DECISION MAKING

1. PLANNING

   a. Identify and clarify the real issue.
      - Whose issue is it?
      - Who cares about it?
      - Why?

   b. Determine the potential for action.
      - Do you feel the issue must be addressed?

   c. Examine all options, then choose someone to make the decision.
      - You unilaterally
      - You and your staff by consensus
      - Staff with input by you

   d. Delineate who is in charge of what and what limits are placed on them.
      - Budget?
      - Time constraints?

   e. State any nonnegotiables ("we won't drop X").

2. DECIDING

   a. Investigate the likely consequences of the decision and disseminate this information.

   b. If the decision will affect people's working conditions, they should know about it.

   c. Set up a timeline for the process.

   d. Decide: state the decision, highlighting the key aspects.

   e. Allow time to convene the decision makers to discuss implementation, outcomes, and potential changes.

3. IMPLEMENTING

   a. Explain the decision to everyone involved, and describe how it was reached.

   b. Oversee implementation: offer daily support.

   c. Evaluate the impact of the decision.

ACTION PLAN PROCESS

"Action Planning" is a ten-step process that assists planners in identifying problems and finding solutions. This Action Plan describes the concept, methods, and specific jobs of team projects related to Chapter 1 issues in your school.

The plan contains the following steps:

Step 1 POSITIVE INDICATORS
"What do we have going for us?"

Step 2 SELECTION OF GENERAL PROBLEM AREA
"What are some problems we have in the school?"

Step 3 SPECIFIC BEHAVIORS
"What do we see happening that tells us we have these problems?"

Step 4 PROBLEM SELECTION/PROBLEM STATEMENT
"Which problem will we focus on, and how will we phrase it?"

Step 5 REALISTIC IDEAL
"If this problem were solved, how would our school or community be different?"

Step 6 OBSTACLES OR BARRIERS
"What are the obstacles or barriers that could stop us from being successful?"

Step 7 RESOURCES
"What are the resources that can help us be successful?"

Step 8 IMPLEMENTATION STRATEGIES
"What will we do?" (activities, events, programs)

Step 9 JOB CHART
"Who will do what by when?"

Step 10 EVALUATION
"How will we know we were successful?"

Step 1: POSITIVE INDICATORS ("What do we have going for us?")

Brainstorm a list of what is already going well in your school and community. (Consider programs, facilities, people, and so on.) You will probably want to refer back to this step when you reach Step 7.

Examples: Dedicated teachers, active parents, new computers, state champion girls' track team.

Step 2: GENERAL PROBLEM AREAS ("What are some problems we have in the school?")

Brainstorm concerns or behaviors at the school that you feel are causes of disadvantaged behaviors among your students. Instead of creating a list of symptoms of problems, such as low test scores, try to generate a list of underlying root causes. Don't get hung up on this step by discussing the problem areas identified; you will have time for that discussion later.

Step 3: SPECIFIC BEHAVIORS ("What do we see happening that tells us we have these problems?")

One of the key parts of action planning relates to the ability to measure results. In order to do this, you now have to begin to become more specific about the symptoms of the problems.

Examples: Decline in standardized test scores, increased numbers of students being classified as disadvantaged.

Step 4: PROBLEM SELECTION/PROBLEM STATEMENT ("Which problem will we focus on, and how will we phrase it?")

Ask yourself: How important is the problem? How satisfied or dissatisfied are you with the outcomes?

Step 5: REALISTIC IDEAL ("If this problem were solved, how would our school or community be different?")

This step involves turning around the statement in Step 4, setting your specific ideal, and selecting a target date for success. For example, if the problem you are working on is lack of parental involvement in the school, you might say:

"The goal at _____ School is to significantly increase the amount of parental involvement in the school, as indicated by

- the creation of an active parent/teacher association with at least 40 active members,
- parent nights with 70 percent of the parents of our Chapter 1 students in attendance, and
- the creation of a parent/teacher task force to make recommendations to lower the number of disadvantaged students by May 1, 1992."

The goal at _____ School is to _____

_____, as indicated by

- _____
  (percent or behavior change)
- _____
  (percent or behavior change)
- _____
  (percent or behavior change)

by _____
(date)

Step 6: OBSTACLES OR BARRIERS ("What are the obstacles or barriers that could stop us from being successful?")

Brainstorm a list of specific obstacles or barriers that may interfere with your goal. Consider time, energy, and money factors.

Step 7: RESOURCES ("What are the resources that can help us be successful?")

Resources are people, places, and things that can assist you in preventing or solving problems. Depending on the problem you have chosen to work on, your list might include resources from the school as well as the surrounding community or state. To speed things up, refer back to Step 1, where you probably have already listed some of these resources.

Step 8: IMPLEMENTATION STRATEGIES ("What will we do?")

1. Brainstorm a list of specific strategies, programs, or activities that could be used to reach the stated goal. Get wild and crazy.

2. Discuss the viability of specific strategies.

3. Select one or more strategies for implementation.

Step 9: JOB CHART ("Who will do what by when?")

This is really the heart and soul of your action plan. For each implementation strategy from Step 8, list the steps that need to be taken to accomplish these strategies, the person(s) primarily responsible for each task, and the date by which the task is to be completed.

Step 10: EVALUATION ("How will we know we were successful?")

All measurable realistic ideals from Step 5 need to be listed here. In this step, determine who will be responsible for gathering information about measurable realistic ideals and what will be the timeline for reporting information.

PROGRAM IMPROVEMENT PLAN ANALYSIS

Once you have written your program improvement plan, it is a good idea to engage in some troubleshooting. You can do this informally or formally, as individuals or as a team. The following questions are suggested as a guideline for plan analysis:

1. Does every constituent group understand this effort? Does everyone support this effort?

2. Does your plan flow from the needs perceived by the staff based on their knowledge of student needs?

3. Did those who will be responsible for implementing the plan have a role in designing it?

4. Does the improvement plan fit local school conditions?

5. Are there incentives to participate in school improvement?

6. Is there adequate staff development building into the plan?

7. Was staff development planned based on an assessment of staff needs?

8. Is there time before implementation to train staff and for them to practice using new materials and methods?

9. Will the staff see quick results and be rewarded for their successes

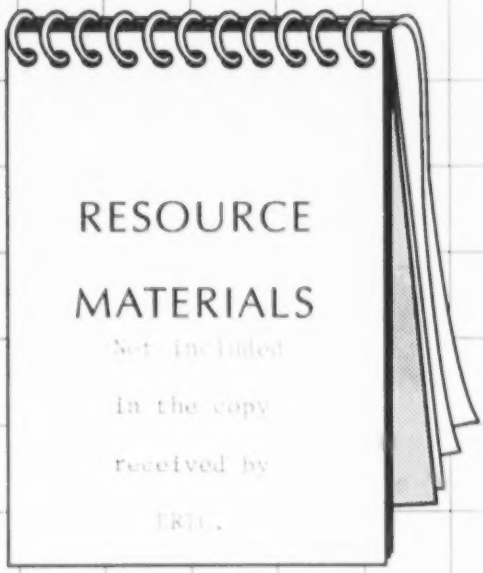
10. Are all the elements of the plan in place?

    - description of tasks and activities
    - assigned responsibilities
    - timeline
    - resource planning
    - monitoring
    - evaluation

11. Is there a plan for introducing this plan to the regular classroom teachers, students, parents, community members, and the board of education?

WORKSHOP GUIDE

FOR THE CHILDREN



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